

ELEMENTARY  
**CORE Academy**  
UTAH STATE OFFICE OF EDUCATION & UTAH STATE UNIVERSITY



# 2008 Participant Handbook

UTAH STATE  
OFFICE OF



**UtahState**  
UNIVERSITY

**ELEMENTARY CORE ACADEMY**

6517 Old Main Hill  
Logan, UT 84322-6517

435-797-0939  
<http://coreacademy.usu.edu>

©Copyright 2008 • Utah State Office of Education

ISBN: 1-890563-54-4

These materials have been produced by and for the teachers of the State of Utah. Copies of these materials may be freely reproduced for teacher and classroom use in Utah. Additional copies may be obtained by contacting the Elementary CORE Academy, 6517 Old Main Hill, Logan, Utah 84322-6517, or (435) 797-0939.

When distributing these materials, credit should be given to the Elementary CORE Academy, Utah State Office of Education, Utah State University. Artwork may be used for personal or noncommercial educational use.

These materials may not be published in whole or part, or in any other format, without the written permission of the Elementary CORE Academy or the Utah State Office of Education, 250 East 500 South, Salt Lake City Utah 84114-4200

# Acknowledgements

---

These materials have been produced by and for the teachers of the State of Utah. Appreciation is expressed to the numerous individuals who provided input and effort into the creation of this curriculum. Delivery of the Elementary CORE Academy, including the development and delivery of content, coordination of sessions, distribution of materials, and participant interaction, has been a collaborative effort of many educational groups across Utah. The following organizations, Utah teachers, and educational leaders contributed ideas and activities as part of this professional development project:

## **Organizations:**

Utah State Office of Education (USOE)  
Utah State University (USU)  
State Science Education Coordination Committee (SSECC)  
State Mathematics Education Coordination Committee (SMECC)  
Special Education Services Unit (USOE)

## **Individuals:**

*Academy Coordination Committee:* Janet Gibbs, Velma Itamura, Max Longhurst, Nicole Paulson

*Academy Director:* Max Longhurst

*Academy Coordinator:* Ami Israelsen

*Academy Facilitators:* Barbara Child, Kami Christensen, MaryLou Damjanovich, Holly Penrod, Angela Thompson, Pam Trevenen

*Academy Presenters and Contributors:* Natalie Holladay, Amy Jensen, Amber Ostler, Teressa Paepke, Jauna Runolfson, Jennifer Throndsen, Radell Trout.

Credits for editing, compiling, formatting, and assisting with the materials and delivery of the Elementary CORE Academy are given to Brynja Kohler and Elizabeth Shaw.

# UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Patti Harrington, Ed.D. State Superintendent of Public Instruction  
Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876  
250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, Utah 84114-4200

---

Dear CORE Academy Teachers:

Thank you for your investment in children and in building your own expertise as you participate in the Elementary CORE Academy. I hope your involvement helps you to sustain a laser-like focus on student achievement.

Teachers in Utah are superb. By participating in the Academy, you join a host of teachers throughout the state who understand that teaching targeted on the core curricula, across a spectrum of subjects, will produce results of excellence. The research is quite clear—the closer the match of explicit instruction to core standards, the better the outcome on core assessments.

I personally appreciate your excellence and your desire to create wonderful classrooms of learning for students. Thank you for your dedication. I feel honored to associate with you and pledge my support to lead education in ways that benefit all of our children.

Sincerely,



Patti Harrington, Ed.D.  
State Superintendent of Public Instruction

---

## UTAH STATE BOARD OF EDUCATION

Kim R. Burningham, Chair • Janet A. Cannon, Vice Chair • Dixie Allen • Tim Beagley • Bonnie Jean Beesley • Laurel Brown • Mark Cluff • Bill Colbert • Edward A. Dalton • Thomas A. Gregory • Greg W. Haws • Randall A. Mackey • Debra G. Roberts • Richard Sadler • Sara V. Sinclair • Gary C. Swensen • Teresa L. Theurer

# Funding Sources

Appreciation is expressed for the tremendous educational input and monetary commitment of several organizations for the successful delivery of the Elementary CORE Academy. This year's Elementary CORE Academy was developed and funded through a variety of sources. The Utah State Office of Education (USOE), in collaboration with Utah State University (USU) and local school districts of Utah, have supported kindergarten through sixth grade teachers with professional development experiences that will enhance the educational experience for Utah children.

Major funding for the Academy comes from the following sources:

## **Federal/State Funds:**

- Utah State Office of Education
  - Staff Development Funds
  - Special Education Services Unit
- ESEA Title II
- Utah Math Science Partnership
- WestED Eisenhower Regional Consortium

## **District Funds:**

Various sources including Quality Teacher Block, Federal ESEA Title II, and District Professional Development Funds

## **School Funds:**

- Trust land, ESEA Title II, and other school funds
- Utah State Office of Education Special Education Services

The state and district funds are allocations from the state legislature. ESEA is part of the “No Child Left Behind” funding that comes to Utah.

Additionally, numerous school districts, individual schools, and principals in Utah have sponsored teachers to attend the Academy. Other educational groups have assisted in the development and delivery of resources in the Academy.

Most important is the thousands of teachers who take time from their summer to attend these professional development workshops. It is these teachers who make this program possible.

# Goals of the Elementary CORE Academy

---

## Overall

The purpose of the Elementary CORE Academy is to create high quality teacher instruction and improve student achievement through the delivery of professional development opportunities and experiences for teachers across Utah.

## The Academy will provide elementary teachers in Utah with:

1. Models of exemplary and innovative instructional strategies, tools, and resources to meet the Core Curriculum standards, objectives, and indicators.
2. Practical models and diverse methods of meeting the learning needs of all children, with instruction implementation aligned to the Core Curriculum.
3. Meaningful opportunities for collaboration, self-reflection, and peer discussion specific to innovative and effective instructional techniques, materials, teaching strategies, and professional practices in order to improve classroom instruction.

Learning a limited set of facts will no longer prepare a student for real experiences encountered in today's world. It is imperative that educators have continued opportunities to obtain instructional skills and strategies that provide methods of meeting the needs of all students. Participants of the Academy experience will be better equipped to meet the challenges faced in today's classrooms.

# Table of Contents

---

## Chapter 1: First Grade Core Curriculum

K-2 Core Curriculum .....	1-3
The First Grade Core Curriculum.....	1-7
K-2 Intended Learning Outcomes .....	1-8
First Grade Language Arts Core Curriculum.....	1-10
Standard I .....	1-10
Standard II.....	1-11
Standard III .....	1-12
Standard IV.....	1-13
Standard V .....	1-15
Standard VI.....	1-16
Standard VII .....	1-17
Standard VIII .....	1-18
First Grade Mathematics Core Curriculum .....	1-20
Standard I .....	1-20
Standard II.....	1-22
Standard III .....	1-23
First Grade Fine Arts, Health, Physical Education, Science, and Social Studies Core Curriculum.....	1-24
Standard I .....	1-24
Standard II.....	1-25
Standard III .....	1-26

## Chapter 2: Facilitated Activities

Getting to Know You Glyph.....	2-3
Blink .....	2-4
Jasmine Journaling.....	2-6
Multiple Intelligences/Learning Styles .....	2-7
Gardner's Eight Multiple Intelligences.....	2-9
Learning Preferences Survey .....	2-10
Learning Style Sample Activity .....	2-11

Tiered Activities .....	2-12
Tiered Sample Activity .....	2-13
Shape Up Center Time Instructions.....	2-14

## **Chapter 3: Content I-3 Activities - Communication**

Marvelous Moods .....	3-3
Mood Fonts .....	3-6
Mood Face.....	3-7
Mood BINGO .....	3-8
Colorful and Musical Feelings .....	3-9
Mice.....	3-14
Mouse Graph.....	3-15
Color Wheel.....	3-16

## **Chapter 4: Content II-3 Activities - Culture**

Art and Culture .....	4-3
Art Element Cards.....	4-10
African Mask .....	4-11
Andy Warhol .....	4-12
Millions of People .....	4-13
Four Square Art Page .....	4-14
Venn Diagram.....	4-15
African Mask Rubric .....	4-16
Cinderella: A Character with Culture .....	4-17
Story Elements Graphic Organizer.....	4-24
In Search of Cinderella (for boys) .....	4-25
Waiting Cinderella (for girls) .....	4-26
Fluency Rubric.....	4-27
Fairy Tales .....	4-28
Games People Play .....	4-29
America: Wonderful Describing Words .....	4-38
In America.....	4-39
Friends Around the World .....	4-40
Counting to Five in Different Languages .....	4-41



## Chapter 5: Math II-1 Activities - Patterns

Who Stole the Numbers? .....	5-3
Mini Hundreds Charts .....	5-7
The Sort of Things.....	5-9
Zooba Cards .....	5-15
Sorting Labels.....	5-16
Venn Diagram.....	5-17
Welcome to the Incorporated Corporation of Repetition Incorporated .....	5-18
Patterns at Home.....	5-25
Pattern Trains (6 square).....	5-26
Pattern Trains (8 square).....	5-27
Pattern Trains (10 square).....	5-28
Pattern Flip Book .....	5-29
Recording Sheet.....	5-32
Pattern Paths Game Board.....	5-33
Pattern Paths Recording Sheet .....	5-34
Pattern Wheel.....	5-35
Pattern Rain Cloud Shapes.....	5-37

## Chapter 6: Math I-3 Activities - Operations

The Magic of Numbers.....	6-3
Card Stack - 1 .....	6-10
Card Stack - 2.....	6-11
Card Stack - 3.....	6-12
My Magic Number Journal.....	6-13
Out of the Hat .....	6-14
Magic Signs (+) .....	6-15
Magic Signs (-) .....	6-16
Pick a Card, Any Card (+).....	6-17
Pick a Card, Any Card (-) .....	6-18
Magic Number Sentences.....	6-19
Magic Hat (+) .....	6-20
Magic Hat (-).....	6-21
Magic Hat (+,-).....	6-22

Magic Hat Worksheet.....	6-23
_____ Ways To Get To _____ .....	6-24
A Family of Facts.....	6-25
Family .....	6-31
My Family .....	6-32
Boy Die Cuts .....	6-33
Girl Die Cuts .....	6-34
House of.... .....	6-35
Family Chain Pattern .....	6-36
Fact Family Triangles .....	6-37
Fact Family Roof Pieces .....	6-38
Fact Family Roof Pieces II.....	6-39
Fact Family Roof Pieces (Blank) .....	6-40

## Chapter 7: Content III-2 Activities - Water

Water is Special .....	7-3
Water Alpha-Box.....	7-7
Water Is Special.....	7-8
I am a Scientist .....	7-9
Scientific Method .....	7-15
Water Breakdown.....	7-17
Go with the Flow .....	7-18
On the Move.....	7-19
A Rainbow of Colors .....	7-20
Crazy Comics .....	7-21

## Chapter 8: Math I-2 Activities - Whole Number Relations

Bear Time.....	8-3
Hiding Animals .....	8-7
Bear Squeeze.....	8-8
Hundreds Board .....	8-9
Bear Squeeze Checklist .....	8-10
Mystery Number—Clue Sheet .....	8-11
Tic-Tac-Toe .....	8-12

In the Can .....	8-19
Cover That Number .....	8-20
Number Cards A .....	8-21
Number Cards B.....	8-22
Number Cards C .....	8-23
Ten Frame Cards .....	8-24
Find It on the Number Line.....	8-27
More or Less Spinner .....	8-33
Make Sets More/Less/Same.....	8-34
Make Sets Activity Cards.....	8-35
Race to the Top.....	8-37
Line Up Five.....	8-38

## Appendix

Getting to Know You Glyph.....	A-3
Blink.....	A-5
Jasmine Journaling.....	A-7
Mood Face.....	A-9
Mood BINGO .....	A-11
Mouse Graph.....	A-13
Color Wheel.....	A-14
Four Square Art Page .....	A-15
Venn Diagram.....	A-17
In Search of Cinderella (for boys) .....	A-18
Waiting Cinderella (for girls) .....	A-19
America: Wonderful Describing Words .....	A-20
In America.....	A-21
Mini Hundreds Charts .....	A-22
Venn Diagram.....	A-24
Patterns at Home.....	A-25
Pattern Trains (10 square).....	A-26
Recording Sheet.....	A-27
Pattern Paths Recording Sheet .....	A-29
Pattern Rain Cloud Shapes.....	A-31

Out of the Hat .....	A-33
Magic Signs (+) .....	A-34
Pick a Card, Any Card (+).....	A-35
My Family .....	A-36
House of.....	A-37
Family Chain Pattern .....	A-39
Fact Family Triangles .....	A-41
Water Alpha-Box .....	A-42
Scientific Method .....	A-43
Hundreds Board .....	A-45
In the Can .....	A-47

# **First Grade**

## **Core Curriculum**



# K-2 Core Curriculum

## Introduction

Most students enter school confident in their own abilities; they are curious and eager to learn more. They make sense of the world by reasoning and problem solving. Young students are active, resourceful individuals who construct, modify, and integrate ideas by interacting with the physical world as well as with peers and adults. They learn by doing, collaborating, and sharing their ideas. Students' abilities to communicate through language, pictures, sound, movement, and other symbolic means develop rapidly during these years.

Literacy requires an understanding of listening, speaking, reading, writing, and viewing in many forms including print and electronic images. Today, more than ever, students must have the ability to think critically while applying new information to existing knowledge. Therefore, school literacy programs need to involve students in learning to read and write in situations that foster critical thinking and the use of literacy for independent learning in all content areas.

Young students are building beliefs about what mathematics is, about what it means to know and do mathematics, and about themselves as mathematical learners. Mathematics instruction needs to include more than short-term learning of rote procedures. Students must use technology and other mathematical tools, such as manipulative materials, to develop conceptual understanding and solve problems as they do mathematics. Students, as mathematicians, learn best with hands-on, active experiences throughout the instruction of the mathematics curriculum.

Language Arts and Mathematics are the tools for doing work in other areas. These content areas need to be integrated into other curriculum areas to provide students with optimal learning. The curriculum becomes more relevant when content areas are connected rather than taught in strict isolation. For this reason, the content areas of the Fine Arts, Health Education, Physical Education, Science, and Social Studies have been combined to enable teachers to teach more efficiently and students to learn in a real-life context that enhances lifelong learning.

The Kindergarten through Second Grade Core describes what students should know and be able to do at the end of each of the kindergarten, first, and second grade levels. It has been developed, critiqued, and revised by a community of Utah teachers, university

- Young children learn by doing, collaborating, and sharing their ideas.



Organization of the  
K-2 Core:

- Intended Learning Outcomes
- Standard
- Objective
- Indicator

educators, State Office of Education specialist, and an advisory committee representing a wide variety of people from the community. The Core reflects the current philosophy of education that is expressed in national documents developed by the International Reading Association, National Council of the Teachers of Mathematics, National Standards for Arts Education, Information Power, National Association for Sport and Physical Education, American Association for the Advancement of Science, National Council for the Social Studies, International Society for Technology and Education, and Early Childhood Standards.

## Organization of the K-2 Core

The Core is designed to help teachers organize and deliver instruction.

- Each grade level begins with a brief course description.
- The Kindergarten, First, and Second Grade INTENDED LEARNING OUTCOMES describe the goals for students to gain knowledge and understand their world. They are found at the beginning of each grade level, are an integral part of the Core, and should be included as part of instruction.
- The first Core area consists of the Language Arts curriculum.
- The second Core area consists of the Mathematics curriculum.
- The third Core area consists of the subject areas of the Fine Arts, Health Education, Physical Education, Science, and Social Studies.
- A STANDARD is a broad statement of what students are expected to understand. Several Objectives are listed under each Standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the Objectives associated with a given Standard, they have mastered that Standard at that grade level. Several Indicators are described for each Objective.
- An INDICATOR is a measurable or observable student action that enables one to assess whether a student has mastered a particular Objective. Indicators are not meant to be classroom activities, but they can help guide classroom instruction.



## Guidelines Used in Developing the K-2 Core

### The Core is:

#### Consistent With the Nature of Learning

The main intent in the early grades is for students to value learning and develop the skills to gain knowledge and understand their world. The Core is designed to produce an integrated set of Kindergarten, First, and Second Grade Intended Learning Outcomes for students, with specific goals in all content areas.

- By emphasizing depth rather than breadth, the Core seeks to empower students.

#### Coherent

The Core has been designed so that, wherever possible, the ideas taught within a particular grade level have a logical and natural connection with each other and with those of earlier grades. Efforts have also been made to select topics and skills that integrate well with one another appropriate to grade level. In addition, there is an upward articulation of concepts, skills, and content. This spiraling is intended to prepare students to understand and use more complex concepts and skills as they advance through the learning process.

#### Developmentally Appropriate

The Core takes into account the psychological and social readiness of students. It builds from concrete experiences to more abstract understandings. The Core focuses on providing experiences with concepts that students can explore and understand in depth to build the foundation for future learning experiences.

#### Reflective of Successful Teaching Practices

Learning through play, movement, and adventure is critical to the early development of the mind and body. The Core emphasizes student exploration. The Kindergarten, First, and Second Grade Intended Learning Outcomes are central in each standard. The Core is designed to encourage instruction with students working in cooperative groups. Instruction should recognize the importance of each Core area in the classroom, school, and community.

#### Comprehensive

The Kindergarten, First, and Second Grade Core does not cover all topics that have traditionally been in the Kindergarten, First, and Second Grade curriculum; however, it provides a basic foundation of knowledge and skills in all content areas. By emphasizing depth

- Student achievement of the standards and objectives in this Core is best assessed using a variety of assessment instruments.

rather than breadth, the Core seeks to empower students rather than intimidate them with a collection of isolated and eminently forgettable facts. Teachers are free to add related concepts and skills, but they are expected to teach all the standards and objectives specified in the Core for their grade level.

### **Feasible**

Teachers and others who are familiar with Utah students, classrooms, teachers, and schools have designed the Core. It can be taught with easily obtained resources and materials. A Teacher Handbook is also available for teachers and has sample lessons on each topic for each grade level. The Teacher Handbook is a document that will grow as teachers add exemplary lessons aligned with the new Core.

### **Useful and Relevant**

This curriculum relates directly to student needs and interests. Relevance of content areas to other endeavors enables students to transfer skills gained from one area of instruction into their other school subjects and into their lives outside the classroom.

### **Reliant Upon Effective Assessment Practices**

Student achievement of the standards and objectives in this Core is best assessed using a variety of assessment instruments. Performance tests are particularly appropriate to evaluate student mastery of thinking processes and problem-solving skills. A variety of classroom assessment approaches should be used by teachers in conjunction with the Criterion Referenced Tests (CRT) that are administered to first and second grade students in Language Arts and Mathematics, and with the pre- and post-tests administered in kindergarten. Observation of students engaged in instructional activities is highly recommended as a way to assess students' skills as well as attitudes toward learning. The nature of the questions posed by students provides important evidence of their understanding.

### **Engaging**

In the early grades, children are forming attitudes and habits for learning. It is important that instruction maximizes students' potential and gives them understanding of the intertwined nature of learning. Effective elementary instruction engages students actively in enjoyable learning experiences. Instruction should be as thrilling an experience for a child as seeing a rainbow, growing a flower, or describing a toad. In a world of rapidly expanding knowledge and technology, all students must gain the skills they will need to understand and function responsibly and successfully in the world. The Core provides skills in a context that enables students to experience the joy of learning.

# The First Grade Core Curriculum

First grade core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas. Personal relevance of content is always an important part of helping students to value learning and should be emphasized.

In first grade, students are immersed in a literature-rich environment to develop an awareness of phonemes and print materials as sources of information and enjoyment. They listen and speak to participate in classroom discussions and use a variety of strategies to read new words and familiar selections aloud with fluency and expression. Understanding the main idea and sequence of events in a story are important comprehension skills that are applied in all other content areas.

First graders continue their development of number sense. students understand and use the concept of ones and tens in the base-ten number system. Students understand the meaning of addition and subtraction and add and subtract small numbers with ease. They measure with simple units and extend their understanding of geometric figures in their environment. They represent, describe, and interpret data and analyze and solve simple problems.

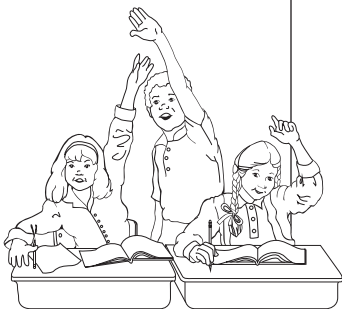
In first grade, students learn about themselves and their relationship to the classroom, school, family, and community. Students develop the skills of questioning, gathering information, making measurements using nonstandard units, constructing explanations, and drawing conclusions. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. They learn basic body control while beginning to develop motor skills and moving in a variety of settings. Students become aware of strength, endurance, and flexibility in different parts of their bodies. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

- Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas.



## K-2 Intended Learning Outcomes

- Intended learning outcomes provide a direction for general classroom instruction, management, culture, environment, and inclusion.



The main intent at the early grades is for students to value learning and develop the skills to gain knowledge and understand their world.

The Intended Learning Outcomes described below reflect the belief that kindergarten, first, and second grade education should address the intellectual, social, emotional, physical, and ethical development of children. While the Kindergarten, First, and Second Grade Core Curriculum focuses primarily on content and the intellectual development of children, it is important to create a classroom culture that fosters development of many aspects of a person. By nurturing development in these interrelated human domains, young people will be healthy and discover varied and exciting talents and dreams. They will be socially and civically competent and able to express themselves effectively.

The outcomes identified below are to provide a direction for general classroom instruction, management, culture, environment, and inclusion. These outcomes should be interwoven throughout the Kindergarten, First, and Second Grade Core Curriculum, which offers more specific and measurable standards for instruction.

Beginning in kindergarten and by the end of second grade students will be able to:

- 1. Demonstrate a positive learning attitude.**
  - a. Display a sense of curiosity.
  - b. Practice personal responsibility for learning.
  - c. Demonstrate persistence in completing tasks.
  - d. Apply prior knowledge and processes to construct new knowledge.
  - e. Voluntarily use a variety of resources to investigate topics of interest.
- 2. Develop social skills and ethical responsibility.**
  - a. Respect similarities and differences in others.
  - b. Treat others with kindness and fairness.
  - c. Follow classroom and school rules.
  - d. Include others in learning and play activities.
  - e. Participate with others when making decisions and solving problems.
  - f. Function positively as a member of a family, class, school, and community.

3. **Demonstrate responsible emotional and cognitive behaviors.**
  - a. Recognize own values, talents, and skills.
  - b. Express self in positive ways.
  - c. Demonstrate aesthetic awareness.
  - d. Demonstrate appropriate behavior.
  - e. Express feelings appropriately.
  - f. Meet and respect needs of self and others.
4. **Develop physical skills and personal hygiene.**
  - a. Respect physical similarities and differences in self and others.
  - b. Learn proper care of the body for health and fitness.
  - c. Develop knowledge that enhances participation in physical activities.
  - d. Display persistence in learning motor skills and developing fitness.
  - e. Use physical activity for self-expression.
5. **Understand and use basic concepts and skills.**
  - a. Develop phonological and phonemic awareness.
  - b. Decode, read, and comprehend written text and symbols.
  - c. Develop vocabulary.
  - d. Develop reasoning and sequencing skills.
  - e. Demonstrate problem-solving skills.
  - f. Observe, sort, and classify objects.
  - g. Make and interpret representations, graphs, and models.
  - h. Recognize how content ideas interconnect.
  - i. Make connections from content areas to application in real life.
6. **Communicate clearly in oral, artistic, written, and nonverbal form.**
  - a. Share ideas using communication skills.
  - b. Predict an event or outcome based on evidence.
  - c. Use appropriate language to describe events, objects, people, ideas, and emotions.
  - d. Listen attentively and respond to communication.
  - e. Use mathematical concepts to communicate ideas.
  - f. Use visual art, dance, drama, and music to communicate.

# First Grade Language Arts Core Curriculum

## Standard I:

*Oral Language—*  
Students develop  
language for  
the purpose  
of effectively  
communicating  
through listening,  
speaking, viewing,  
and presenting.

**Standard I:**     *Oral Language—Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.*

*Objective 1:*    Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question).
- c. Speak clearly and audibly with expression in communicating ideas.
- d. Speak in complete sentences.

*Objective 2:*    Develop language through viewing media and presenting.

- a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).
- b. Use a variety of formats (e.g., show and tell, drama, sharing of books and personal writings, choral readings, informational reports, retelling experiences and stories in sequence) in presenting with various forms of media.

**Standard II: Concepts of Print—Students develop an understanding of how printed language works.**

*Objective 1:* Demonstrate an understanding that print carries “the” message.

- a. Recognize that print carries different messages.
- b. Identify messages in common environmental print (e.g., signs, boxes, wrappers).

*Objective 2:* Demonstrate knowledge of elements of print within a text.

- a. Discriminate between letters, words, and sentences in text.
- b. Match oral words to printed words while reading.
- c. Identify punctuation in text (i.e., periods, question marks, and exclamation points).

**Standard II:**  
*Concepts of Print—*  
Students develop  
an understanding  
of how printed  
language works.



**Standard III:**  
*Phonological and  
Phonemic  
Awareness—  
Students develop  
phonological  
and phonemic  
awareness.*

**Standard III:** *Phonological and Phonemic Awareness—Students develop phonological and phonemic awareness.*

*Objective 1:* Demonstrate phonological awareness.

- a. Count the number of syllables in words.
- b. Count the number of syllables in a first name.

*Objective 2:* Recognize like and unlike word parts (oddity tasks).

- a. Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.
- b. Identify words with same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).

*Objective 3:* Orally blend word parts (blending).

- a. Blend syllables to make words (e.g., /ta.../ble/, table).
- b. Blend onset and rime to make words (e.g., /p.../an/, pan).
- c. Blend individual phonemes to make words (e.g., /s/ /a/ /t/, sat).

*Objective 4:* Orally segment words into word parts (segmenting).

- a. Segment words into syllables (e.g., table, /ta.../ble/).
- b. Segment words into onset and rime (e.g., pan, /p.../an/).
- c. Segment words into individual phonemes (e.g., sat, /s.../a.../t/).

*Objective 5:* Orally manipulate phonemes in words and syllables (manipulation).

- a. Substitute initial and final sound (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).
- b. Substitute vowel in words (e.g., replace middle sound in map to /o/, say mop).
- c. Delete syllable in words (e.g., say baker without the /ba/, say ker).
- d. Deletes initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).
- e. Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).



**Standard IV: Phonics and Spelling—Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.**

*Objective 1:* Demonstrate an understanding of the relationship between letters and sounds.

- a. Write letters to represent spoken sounds of all letters of the alphabet in random order.
- b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.
- c. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.
- d. Identify and pronounce sounds for r-controlled vowels accurately in one-syllable words (e.g., ar, or, er).
- e. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/.../t/, goat).

*Objective 2:* Use knowledge of structural analysis to decode words.

- a. Identify and read grade level contractions and compound words.
- b. Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).
- c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one-syllable words (e.g., ee, ie, ea, e).
- d. Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).
- e. Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).

*Objective 3:* Spell words correctly.

- a. Write sounds heard in words in the correct order.
- b. Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words.

**Standard IV:**  
*Phonics and Spelling—*  
Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- c. Spell short vowel words with consonant blends and digraphs (e.g., bl, st, nt, sh, wh, th).
- d. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., bear, gone, could).
- e. Learn the spellings of irregular and difficult words (e.g., river, house, animal).

*Objective 4:* Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Associate the spelling of new words with that of known words and word patterns.
- c. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).

**Standard V: Fluency—Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

*Objective 1:* Read aloud grade level text with appropriate speed and accuracy.

- a. Read grade level text at a rate of approximately 60 wpm.
- b. Read grade level text with an accuracy rate of 95-100%.

*Objective 2:* Read aloud grade level text effortlessly with clarity.

- a. Read grade level text in three- to four-word phrases using intonation, expression, and punctuation cues.
- b. Read with automaticity 100 first grade high-frequency/sight words.

**Standard V:  
Fluency—Students develop reading fluency to read aloud grade level text effortlessly without hesitation.**

Standard VI:  
Vocabulary—  
Students learn  
and use grade  
level vocabulary  
to increase  
understanding and  
read fluently.

**Standard VI: Vocabulary—Students learn and use grade level vocabulary to increase understanding and read fluently.**

*Objective 1:* Learn new words through listening and reading widely.

- a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.
- b. Learn the meanings of a variety of grade level words (e.g., words from literature, social studies, science, math).
- c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls, simple dictionaries).

*Objective 2:* Use multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.

*Objective 3:* Use structural analysis and context clues to determine meanings of words.

- a. Identify meanings of words using the root word and known endings (e.g., car, cars; jump, jumped, jumping).
- b. Use context to determine meanings of unknown key words (e.g., The gigantic dog couldn't fit in his new doghouse.).

**Standard VII: Comprehension—Students understand, interpret, and analyze narrative and informational grade level text.**

*Objective 1:* Identify purposes of text.

- a. Discuss purpose for reading.
- b. Discuss author's purpose.

*Objective 2:* Apply strategies to comprehend text.

- a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
- b. Ask questions about text read aloud and independently.
- c. Make predictions using picture clues, title, text, and/or prior knowledge.
- d. Make inferences and draw conclusions from text.
- e. Identify topic/main idea from text noting details.
- f. Retell using important ideas/events and supporting details in sequence.
- g. Compile information from text.

*Objective 3:* Recognize and use features of narrative and informational text.

- a. Identify beginning, middle, and end; characters; setting; problem/resolution.
- b. Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.
- c. Identify information from pictures, captions, and diagrams.
- d. Identify multiple facts in grade level informational text.
- e. Locate facts from informational texts (e.g., picture books, grade level informational books).

**Standard VII:**  
**Comprehension—**  
**Students understand,**  
**interpret, and**  
**analyze narrative and**  
**informational grade**  
**level text.**

Standard VIII:  
Writing—Students  
write daily to  
communicate  
effectively for a  
variety of purposes  
and audiences.

**Standard VIII: Writing—Students write daily to communicate effectively for a variety of purposes and audiences.**

*Objective 1:* Prepare to write by gathering and organizing information and ideas (pre-writing).

- a. Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.
- b. Select topics from generated ideas.
- c. Identify audience for writing.

*Objective 2:* Compose a written draft.

- a. Draft ideas on paper in an organized manner (e.g., beginning, middle, end) utilizing words and sentences.
- b. Select appropriate words to convey meaning.

*Objective 3:* Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details.
- b. Revise draft using descriptive words.
- c. Write in complete sentences.

*Objective 4:* Edit written draft for conventions.

- a. Edit writing for capitals in names, first word of a sentence, and the pronoun “I” and correct ending punctuation (i.e., periods, question marks).
- b. Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).
- c. Edit for standard grammar (i.e., complete sentences).
- d. Edit for appropriate formatting features (i.e., spacing, margins, titles).

*Objective 5:* Use fluent and legible handwriting to communicate.

- a. Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.
- b. Write with increasing fluency in forming manuscript letters and numerals.
- c. Produce legible documents with manuscript handwriting.

*Objective 6:* Write in different forms and genres.

- a. Produce personal writing (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).
- b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.
- c. Produce functional text (e.g., ABC books, lists, labels, signs, how-to books, observations).
- d. Share writing with others using illustrations to add meaning to published works.
- e. Publish group and individual products.

# First Grade Mathematics Core Curriculum

## Standard I:

Students will acquire number sense and perform simple operations with whole numbers.

## **Standard I: Students will acquire number sense and perform simple operations with whole numbers.**

By the end of grade one, students understand and use the concept of ones and tens in the base-ten number system. Students understand the meaning of addition and subtraction and add and subtract small numbers with ease. They measure with simple units and extend their understanding of geometric figures in their environment. They represent, describe, and interpret data and analyze and solve simple problems.

*Objective 1:* Represent and use whole numbers up to 100.

- a. Count, read, and write whole numbers.
- b. Represent whole numbers using the number line, models, and number sentences.
- c. Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.

*Objective 2:* Identify simple relationships among whole numbers up to 100.

- a. Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons.
- b. Make reasonable estimates of the quantitative difference between two sets of objects.
- c. Identify one more, one less, 10 more, and 10 less than a given number.
- d. Identify numbers missing from a counting sequence.
- e. Represent part-whole relationships using the number line.

*Objective 3:* Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.

- a. Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare).





- b. Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems.
- c. Compute basic addition facts (up to  $10 + 10$ ) and the related subtraction facts using strategies (e.g.,  $6 + 7 = (6 + 4) + 3 = 10 + 3 = 13$ ).
- d. Find the sum of three one-digit numbers.

**Mathematical language and symbols students should use:**

add, sum, subtract, difference, greater than, less than, equal to

**Exploratory Concepts and Skills**

- Use concrete materials to investigate situations that lead to multiplication and division.
- Develop and use strategies for addition and subtraction of multi-digit whole numbers.
- Investigate the meaning of fraction concepts.
- Understand situations that entail multiplication and division, such as equal groupings of objects and sharing equally.

**Standard II:**  
Students will identify and use number patterns and properties to describe and represent mathematical relationships.

**Standard II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.**

*Objective 1:* Recognize, describe, and represent patterns with more than one attribute.

- a. Sort and classify objects using more than one attribute.
- b. Identify, create, and label repeating patterns using objects, pictures, and symbolic notation.
- c. Identify, create, and label growing patterns using objects, pictures, and symbolic notation.
- d. Use patterns to establish skip counting by twos, fives, and tens.

*Objective 2:* Recognize and represent mathematical relationships using symbols and use number sentences with operational symbols to solve problems.

- a. Recognize that “=” indicates that the two sides of an equation are expressions of the same number.
- b. Recognize that “+” indicates the joining of sets and that “-” indicates the separation of sets.
- c. Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g.,  $\square + 4 = 7$ ).
- d. Create problem situations from given number sentences involving addition and subtraction.

**Mathematical language and symbols students should use:**

sort, attribute, repeating patterns, growing patterns, skip count, number sentence, symbol, +, -, =

**Exploratory Concepts and Skills**

- Investigate situations with variables as unknowns and as quantities that vary.

**Standard III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.**

*Objective 1:* Identify, describe, and create simple geometric figures.

- a. Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon).
- b. Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment.
- c. Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.

*Objective 2:* Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.

- a. Identify the appropriate tools for measuring length, weight, capacity, temperature, and time.
- b. Measure the length of an object using nonstandard units and count the units using groups of tens and ones.
- c. Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢).
- d. Tell time to the hour and half-hour.
- e. Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date.

*Objective 3:* Collect, organize, and represent simple data.

- a. Collect and represent data using tables, tally marks, pictographs, and bar graphs.
- b. Describe and interpret data.

**Mathematical language and symbols students should use:**

circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone, penny, nickel, dime, quarter, dollar, January, February, March, April, May, June, July, August, September, October, November, December, winter, spring, summer, fall, data, value, graph, tally mark

**Exploratory Concepts and Skills**

- Compare objects using non-standard units.
- Interpret data from charts and graphs.

**Standard III:**

Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.

# First Grade Fine Arts, Health, Physical Education, Science, and Social Studies Core Curriculum

**Standard I:**  
Students will  
develop a sense of  
self.

**Standard I: Students will develop a sense of self.**

*Objective 1:* Describe and practice responsible behaviors for health and safety.

- a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).
- b. Describe the benefits of eating a variety of nutritious foods.
- c. Describe the benefits of physical activity.
- d. Describe substances that are helpful and harmful to the body.
- e. Practice basic safety and identify hazards.

*Objective 2:* Develop and demonstrate skills in gross and fine motor movement.

- a. Participate daily in short periods of physical activity that require exertion (e.g., one to three\* minutes of walking, jogging, jump roping).
- b. Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form.
- c. Develop manipulative skills (e.g., cut, glue, throw, catch, kick, strike).
- d. Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.

*Objective 3:* Develop and use skills to communicate ideas, information, and feelings.

- a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).
- b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.
- c. Sing a melody independently, with developing accuracy and a natural voice that is free from strain.
- d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.

\* Some students may not be able to sustain activity for one minute due to various medical concerns.



**Standard II: Students will develop a sense of self in relation to families and community.**

*Objective 1:* Describe behaviors that influence relationships with family and friends.

- a. Explain how family members support each other.
- b. Describe tasks at home and school.
- c. Explain how families change over time.
- d. Recognize that choices have consequences which affect self, peers, and family.
- e. Describe behaviors that initiate and maintain friendships.

*Objective 2:* Describe important aspects of the community and culture that strengthen relationships.

- a. Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).
- b. Describe physical features surrounding the home, school, and community.
- c. Identify changes in the school and neighborhood over time.
- d. Identify and use technology in your home, school, and community (e.g., computer, TV, radio).
- e. Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance.

*Objective 3:* Express relationships in a variety of ways.

- a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.
- b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.
- c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.

**Standard II:**  
Students will develop a sense of self in relation to families and community.

Standard III:  
Students will develop  
an understanding of  
their environment.

**Standard III: Students will develop an understanding of their environment.**

*Objective 1:* Investigate plants and plant growth.

- a. Observe and draw pictures of plants.
- b. Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals).
- c. Observe and describe plants as they grow from seeds.
- d. Identify how people use plants (e.g., food, clothing, paper, shelter).
- e. Investigate and report conditions that affect plant growth.

*Objective 2:* Investigate water and interactions with water.

- a. Observe and measure characteristics of water as a solid and liquid.
- b. Compare objects that float and sink in water.
- c. Measure and predict the motion of objects in water.
- d. Describe how plants and people need, use, and receive water.

*Objective 3:* Demonstrate how symbols and models are used to represent features of the environment.

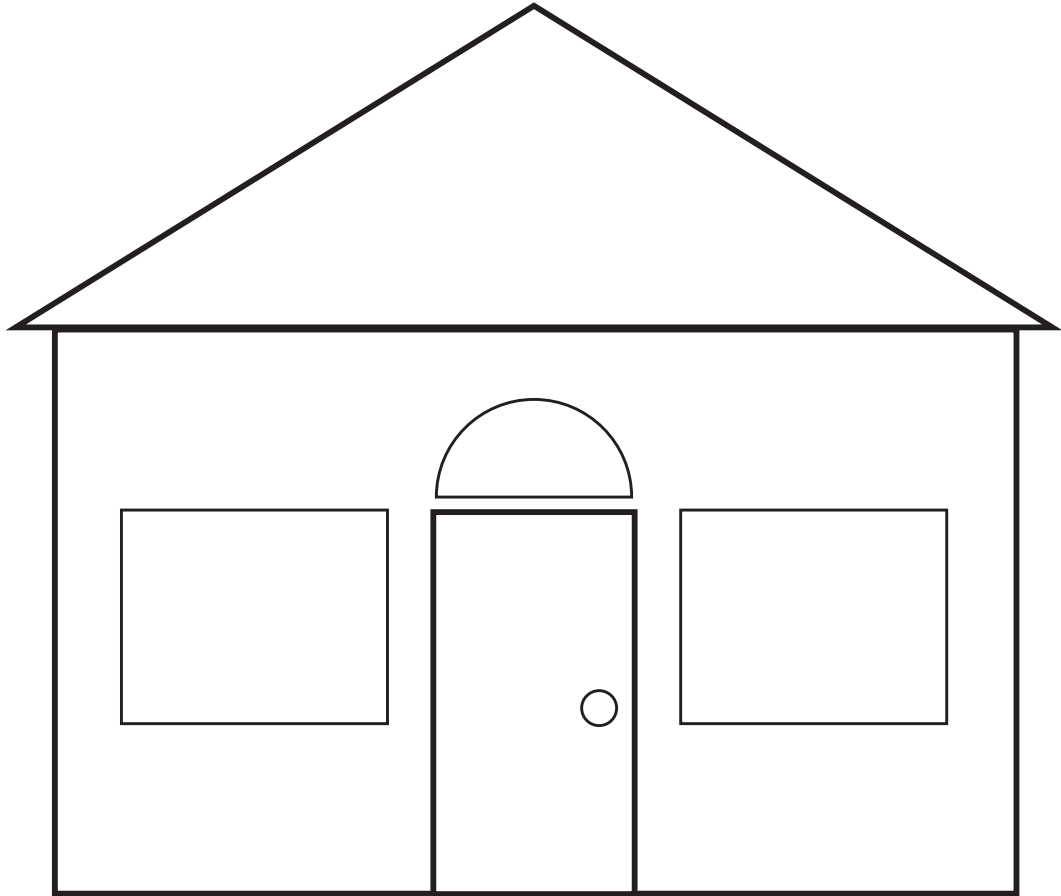
- a. Use map skills to identify features of the neighborhood and community.
- b. Create representations that show size relationships among objects of the home, classroom, school, or playground.
- c. Identify map and globe symbols (e.g., cardinal directions, compass rose, mountains, rivers, lakes).
- d. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean).

# **Facilitated Activities**



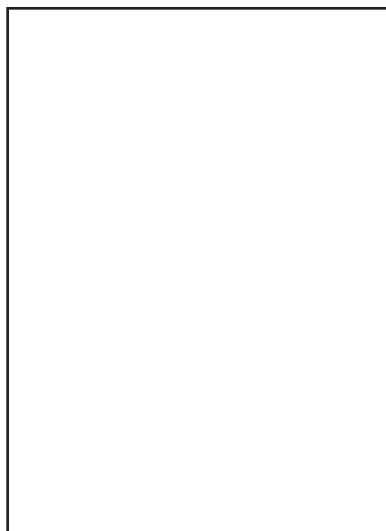


# Getting to Know You Glyph

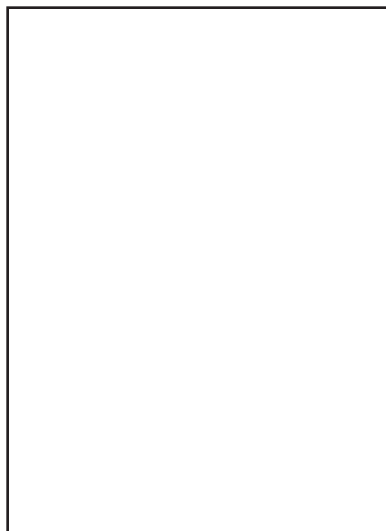


# Blink

**My teacher showed us this BLINK card**



**I could play this card on top of my teacher's card because...**



---

---

---

**When I played BLINK I felt**

---

---

---

---

---

---

---

---

**When I played BLINK I felt**

---

---

---

---

---

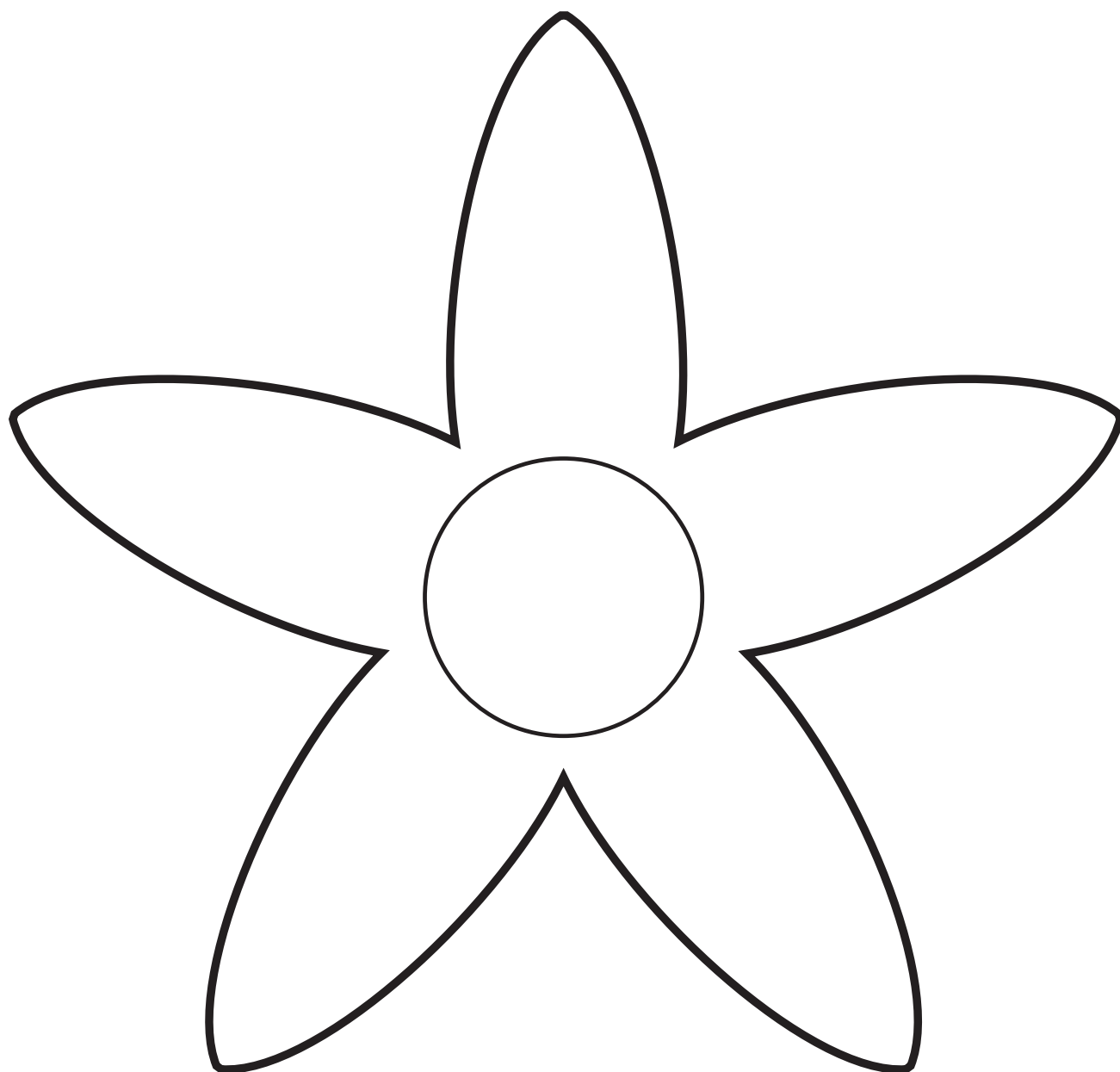
---

---

---

# Jasmine Journaling

In the center of the flower write the name of the following types of journals: Individual, Dialogue, Learning, or Team. In each of the petals write how, or why you could use that type of journal in your classroom. Locate the graphic organizer in the room and write one of the things you wrote on the petals.



# Multiple Intelligences/Learning Styles

Children think, learn and create in a myriad of different ways. Howard Gardner's model of multiple intelligences recognizes the broad range of talents and learning styles we find in our students. Within his model, Gardner identified and categorized eight different intelligences: verbal/linguistic, logical/mathematical, bodily/kinesthetic, intrapersonal, interpersonal, musical/rhythmic, visual/spatial, and naturalistic. According to Gardner, every child possesses each of these intelligences, but some are developed more than others, depending on the individual. Teachers can take these categories and differentiate curriculum through the preparation of activities that nurture these intelligences in students. Indeed, the development of each child's potential is directly influenced by how effectively teachers match what students learn with how they learn (their own particular intelligences).

It is recommended that teachers use the eight multiple intelligences as a springboard to create activities that challenge students to take control of their own learning. Making students aware of the different intelligences will help them identify how they learn best and also which methods challenge them. Teachers can target activities that lead students to enhance both their strengths and weaknesses.

Indeed, educators can think of multiple intelligences as a philosophy of how children learn. University of California—Riverside's Sue Teele describes the goal of Gardner's model in this way: "Multiple intelligences provide for different windows into the same room. We need to unleash the creative potential in all our schools in order to open as many windows as possible for every student in every classroom to succeed . . . the future mandates that we all move forward together in a way that builds on both our mutual strengths and respects our unique differences."

Teele's research suggests that certain intelligences are stronger in students, depending on their stages of development. Using a survey she developed, (the "*Teele Inventory for Multiple Intelligences*"), Sue studied the learning preferences of more than 6,000 students. Her findings revealed that the verbal/linguistic intelligence is strongest in students in kindergarten through third grade. First through fourth grade students show a definite preference for the logical/mathematical intelligence. The visual/spatial and bodily/kinesthetic intelligences are dominant throughout both elementary and middle school. Middle school students also show a preference for the musical/rhythmic and interpersonal intelligences. Based on Teele's findings, elementary school teachers would be well advised to plan lessons that incorporate the use of verbal/linguistic, logical/mathematical, visual/spatial and bodily/kinesthetic activities.

Here are a few considerations for educators, as they strive to create activities based on the different learning styles of their students:

- *Change it up.* Educators should choose activities that target varied intelligences. Since teachers tend to plan lessons and activities that fit their own learning preferences, it's important for them to self-assess and to be sure that all of the intelligences are being represented.

- *Be clear.* When differentiating the “product,” teachers need to be sure that students have clear directions (task cards, or posted instructions). Also, routines/procedures should be established for students so they know how/where to find materials and who/when to ask for help.
- *Be realistic.* It’s not necessary or appropriate for teachers to use all eight intelligences in every lesson. During the planning phase, the Core Curriculum and unique needs of the students should be considered to determine which two or three to incorporate.
- *Remember to reflect.* Best practice suggests that after trying something new, professionals take time to reflect, including notes of what to retain and what to refine.
- *All in good time.* It can be overwhelming for teachers to create activities that incorporate the multiple intelligences in every single lesson for every content area. Common sense suggests to start with “baby steps” and consult with colleagues for ideas throughout the process.
- *Communicate with parents.* Both students and their parents will appreciate the insights that come from recognizing and putting a name to their unique learning styles. In fact, teachers can invite parents to help students identify their preferences by sending home a *Learning Preferences Survey* to be completed by students and parents together (each horizontal row represents a learning style/intelligence).

## References

- Tomlinson, C.A. (1999). *The Differentiated Classroom*. (p. 83). Alexandria, VA: ASCD.
- Conklin, W. (2007). *Applying Differentiation Strategies*. (pp. 149-202). Huntington Beach, CA: Shell Education.
- Teele, S. (1994). Redesigning the educational system to enable all students to succeed. Doctoral dissertation, University of California—Riverside.

## Resources

- [http://www.thomasarmstrong.com/multiple\\_intelligences.htm](http://www.thomasarmstrong.com/multiple_intelligences.htm)
- [http://en.wikipedia.org/wiki/Multiple\\_Intelligences](http://en.wikipedia.org/wiki/Multiple_Intelligences)

# Gardner's Eight Multiple Intelligences

Intelligence	Student Likes	Student Needs
<b>Verbal/Linguistic</b> “word smart” The student thinks in words.	Words: writing, reading, playing word games, telling interesting stories	journals, books, writing materials
<b>Logical/Mathematical</b> “number/reasoning smart” The student thinks by reasoning.	Numbers or logic: figuring out problems, puzzles, experimenting, calculating	Science supplies, trips to museums, math manipulatives
<b>Visual/Spatial</b> “picture smart” The student thinks in pictures.	Pictures: draw, design, doodle	art supplies, building materials, video equipment, puzzles
<b>Bodily/Kinesthetic</b> “body smart” The student thinks by using his/her body.	A physical experience: dancing, moving, jumping, running, touching	movement, sports, theater, physical games, hands-on activities
<b>Rhythmic/Musical</b> “music smart” The student thinks in melodies and rhythms.	Music: listening to music, making own music, tapping to the rhythm, singing	play musical instruments, see concerts, use a karaoke machine
<b>Interpersonal</b> “people smart” The student thinks by talking about his/her ideas to others.	A social experience: organizing events, being the leader, partying, mediating between friends	time with friends, group projects, social events
<b>Intrapersonal</b> “self-smart” The student keeps his/her thoughts to him/herself.	Self-reflection: setting goals, mediating, daydreaming, quiet places	time alone, individualized projects
<b>Naturalist</b> “nature smart” The student thinks by classifying.	An experience in the natural world: studying anything in nature including rocks, animals, plants, and the weather	time outside, nature hikes, telescopes, binoculars, notebooks for classification

# Learning Preferences Survey

Dear Parents/Guardians,

It is an honor to be teaching your child, along with a whole class of unique and wonderful first-graders! Knowing my students' learning styles will help me plan and prepare learning experiences to enhance their natural talents/interests and to encourage the development of additional skills.

Please take a moment to complete this survey with your child. Thank you, for your time. It is a pleasure to work with you!

Sincerely,

Directions: Read each box. Highlight with a crayon/pen/marker to identify the ones your first-grader likes.

reading stories	writing stories	telling stories	spelling	doing word searches	word games
math problems	counting	playing checkers	measuring things	making graphs	science experiments
puzzles	drawing	painting	making sculptures	looking at maps	building blocks
playing sports	hiking	acting	moving around	dancing	running
playing instruments	humming tunes	writing songs	listening to music	singing	clapping rhythms
playing games with others	group work	being the leader	talking to people	talking on the phone	planning parties
keeping a journal	setting goals	quiet time for thinking	time alone	reading alone	daydreaming
animals	nature	learning about weather	watching animals	the outdoors	plants



# Learning Style Sample Activity

**A first grade teacher would like his class to practice using story form to explain addition. To help meet the different learning styles in his classroom, the teacher creates two different activities.**

- **Students draw a picture representing an addition problem. At the bottom of the page, students write the corresponding story problem.**

(Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Intrapersonal)

- **Partners use the box of classroom puppets, and act out addition problems. As they are acting out the situation, they use story form to explain the addition problem to their partner.**

(Verbal/Linguistic, Logical/Mathematical, Bodily/Kinesthetic, Interpersonal)

## Tiered Activities

Using tiered lessons is a way for teachers to ensure that all students, regardless of ability level or learning style, progress towards mastery of learning goals and objectives. Tiered assignments, also known as scaffolding, allow for differing levels of readiness and performance levels. The entire class works toward the same essential understanding (parallel tasks) but their paths to that goal depend upon their abilities and learning styles (varied levels of depth and varied degrees of support).

The following are guidelines for planning tiered lessons/assessments. Teachers should:

1. Using the Core Curriculum, pick a concept or skill that needs to be learned (e.g. “What’s the ultimate measurable objective?”).
2. Think of an activity that matches the objective.
3. Use pre-assessment data to determine the individual needs of the students. Consider students performing above grade level, students below grade level, English Language Learners, and students with varying learning style preferences (multiple intelligences).
4. Take another look at the selected activity. Target its complexity to be appropriate for on-grade-level learners.
5. Modify the activity or assessment to meet the needs of the other learners in the class. Within one activity, there will be several tiers to meet the wide range of student needs.
6. Seek consultation from the specialists in the school, as well as fellow colleagues.
7. Teach the activity, including the various tiers.
8. Reflect and refine.

Remember, tiered lessons provide differentiation because of varied levels of complexity, not necessarily because of varied quantities of work. Here are a few considerations for educators, as they implement use of tiered activities to scaffold for student learning:

- Just because students are above grade level, that does not mean they should be given more work.
- Just because students are below grade level, that does not mean they should be given less work.
- All tiered activities should be interesting and appealing.
- All tasks should provide a challenge.

Tomlinson, C.A. (1999). *The Differentiated Classroom*. (p. 83). Alexandria, VA: ASCD.

Conklin, W. (2007). *Applying Differentiation Strategies*. (pp. 149-202). Huntington Beach, CA: Shell Education.

McCombs, B.L. (1995). Understanding the keys to motivation to learn. *Noteworthy Perspectives: What’s Noteworthy on Learners, Learning, and Schooling*.

# Tiered Sample Activity

A first grade teacher would like her students to practice alphabetizing. Because of the many different ability levels in the classroom the teacher creates three different leveled activities.

- **Approaching Mastery** (on grade level) – Using a set of word cards, (where all words begin with a different letter) students place the cards in alphabetical order on their desks. They then write the words in alphabetical order in their journal.
- **Beginners** (below grade level) – Using letter cards, students place the letters in the correct alphabetical order and then write the letters in their journal.
- **Advanced Mastery** (above grade level) – Using a set of word cards, (where all the words begin with the same letter) students place the cards in alphabetical order on their desks. They then write the words in alphabetical order in their journal.

# Shape Up Center Time Instructions

Each center has two activities. Please choose one of the activities for each center to complete in your journal. Indicate which activity you completed by circling the corresponding shape.

<p><b>Triangle Center ▲</b></p> <p>“Today I Feel _____.”</p> <p>▲ Think of how you are feeling today. Choose the emotion that best describes your mood today and write a short poem in your journal describing your feeling. Title your poem, “Today I Feel _____.”</p> <p>OR</p> <p>▲ Think of how you are feeling today. Choose the emotion that best describes your mood today and draw a picture of yourself in your journal depicting your emotion. Title your picture, “Today I Feel _____.”</p>	<p><b>Circle Center ●</b></p> <p>Writing Number Words</p> <p>● Practice writing number words one through ten in the box of sand. Write each number word two times.</p> <p>OR</p> <p>● Using the letter tiles, build number words one through ten. After you build each word, write it in your journal.</p>
<p><b>Square Center ■</b></p> <p>Dramatic Storytelling: Cinderella Your Way</p> <p>■ Create your own version of this classic tale. Change a character or add a new one. Give your story a new setting. Change what the main character leaves behind. Instead of a glass slipper, what will it be? Write your story in your journal.</p> <p>OR</p> <p>■ Create your own version of this classic tale. Change the name of a character. Give your story a new setting. Change what the main character leaves behind. Instead of a glass slipper, what will it be? Act out your story.</p>	<p><b>Star Center ★</b></p> <p>Use Number Sentences to Create a Story Problem</p> <p>★ Choose a number sentence from the box or make your own with the number and symbol tiles. Draw a picture to tell a story that represents the number sentence. Write your story.</p> <p>OR</p> <p>★ Choose a number sentence from the box. Draw a picture to tell a story that represents the number sentence. Tell your story to a partner.</p>

# **Content I-3**

## **Activities**

**Communication**



# Marvelous Moods

## Standard I:

Students will develop a sense of self.

## Objective 3:

Develop and use skills to communicate ideas, information, and feelings.

## Intended Learning Outcomes:

1. Communicate clearly in oral, artistic, written, and nonverbal form.

## Content Connections:

- Lang. Arts VIII – 6; Produce personal writing  
Lang. Arts VI – 1; Learn new words

Content  
Standard  
I

Objective  
3

Connections

## Background Information

Moods and feelings are an everyday part of a first grader's life. As they go through the day they need to know that it is okay to feel different feelings, but they need to know the appropriate way to react to them. Students also need to be exposed to a variety of ways to express and portray moods and feelings. Writing and drama are two excellent tools students can use to express their emotions.

## Research Basis

Villegas, A.M. & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*. 64(6) 28-33.

In this article, the authors discuss that students come to classrooms with a variety of backgrounds and experiences. As teachers we need to be familiar with our students and know what they can bring to our class. We must take what knowledge they have, build upon it and connect it with what we are teaching.

Boyle, M. & Gillies, R.M. (2005). Teachers' scaffolding behaviours during cooperative learning. *Asia-Pacific Journal of Teacher Education*. 33(3) 243-259.

The authors of this article share with us the results of their study of conversation used in cooperative learning. They found that the way the teacher speaks to his/her class greatly affects the way students speak with one another in a cooperative learning setting. If teachers model the correct wording and questions to ask, students will pick up on it and use it with each other. By doing this, they ensure that students are getting the most out of their cooperative learning experiences.

## Invitation to Learn

Read *The Way I Feel* by Janan Cain or *Today I Feel Silly* by Jamie Lee Curtis. As you read, discuss with your students the different moods in the book. Ask students to share examples of when they have felt that way, and how they reacted to that feeling.

## Instructional Procedures

### Materials

- ☐ *The Way I Feel*
- ☐ *Today I Feel Silly*
- ☐ *Mood Fonts*
- ☐ *Mood Face*
- ☐ Crayons
- ☐ Paper
- ☐ Vocabulary journal or notebook
- ☐ *Mood Swings*
- ☐ *Mood Bingo*
- ☐ Counters



1. After discussing the book, explain that your students will make a book similar to it. If you use *The Way I Feel* tell them they will make a book that has a different page for each feeling. If you are using, *Today I Feel Silly*, they will make different faces that show the different feelings.
2. For *The Way I Feel*, pick one feeling a day and discuss what would make a person feel that way. For example, if you pick “happy” have the students share what makes them happy. List student responses on the board together and then demonstrate a picture you would draw for it, such as a picture of you sitting in the sun, feeling happy. For each page, use the *Mood Fonts* worksheet. Each mood has been done in a font that looks similar to what a mood looks like (similar to the fonts in *The Way I Feel*). Discuss with your class what colors you would want to use on the page, to match the mood.
3. To make the *Today I Feel Silly* face, give students the *Mood Face* worksheet. Have them decorate and color it similar to what their face looks like for the emotion you picked. They will make a booklet of about 5-6 faces, one page for each feeling.
4. Using either the book or the mood face pages read different stories to the class and have them respond to it. For example, if the character in the book is feeling sad, stop and ask the student how they think the character is feeling and have them show the page they made with that feeling.

## Assessment Suggestions

- Read a story and have students draw a picture of how the character felt at the end.
- Share with your class some different scenarios. Have them match the different scenarios with how they should react to them. For example, if the scenario is about a boy who accidentally drops his lunch, have students decide if he should yell and scream, sit there and pout, or calmly ask for some help.



## Curriculum Extensions/Adaptations/Integration

- Make a mood vocabulary journal. Have each mood written on a different page. Come up with other words that they could use in their writing for that mood. Encourage them to use it in their writing.
- Play mood charades. Pick a student and tell them an emotion to act out. As they do so, the students guess what mood it is. You can use the *Mood Swings* book to pick a mood.
- Using the *Mood Bingo* worksheet, play Bingo with your class. As you select a mood, have the students share with a neighbor a time they have felt that mood and if it's not a good mood, what they did to make them feel better.
- If a student is having bad behavior, have them pick the emotion they are feeling in the *Mood Swings* book. Then have them choose a mood out of the book that they would like to change their mood to. Discuss with them how they can change their mood.
- For students with special needs, you may need to limit the amount of writing, or have them dictate the writing to you or to a peer. In charades, students with special needs can have a buddy act it out for them if they are unable to do it on their own.
- Higher-level students can expand the length of writing.

## Family Connections

- Send home *Mood Bingo* worksheet and have students play it with their family.
- Have students discuss with their family a time they were all really happy. Have them draw a picture of that time and share it with the class.

## Additional Resources

### Books

*The Way I Feel*, by Janan Cain; ISBN 1884734715

*Today I Feel Silly and Other Moods That Make My Day*, by Jamie Lee Curtis; ISBN 0060245603

## Mood Fonts

HAPPY

Sad

Bored

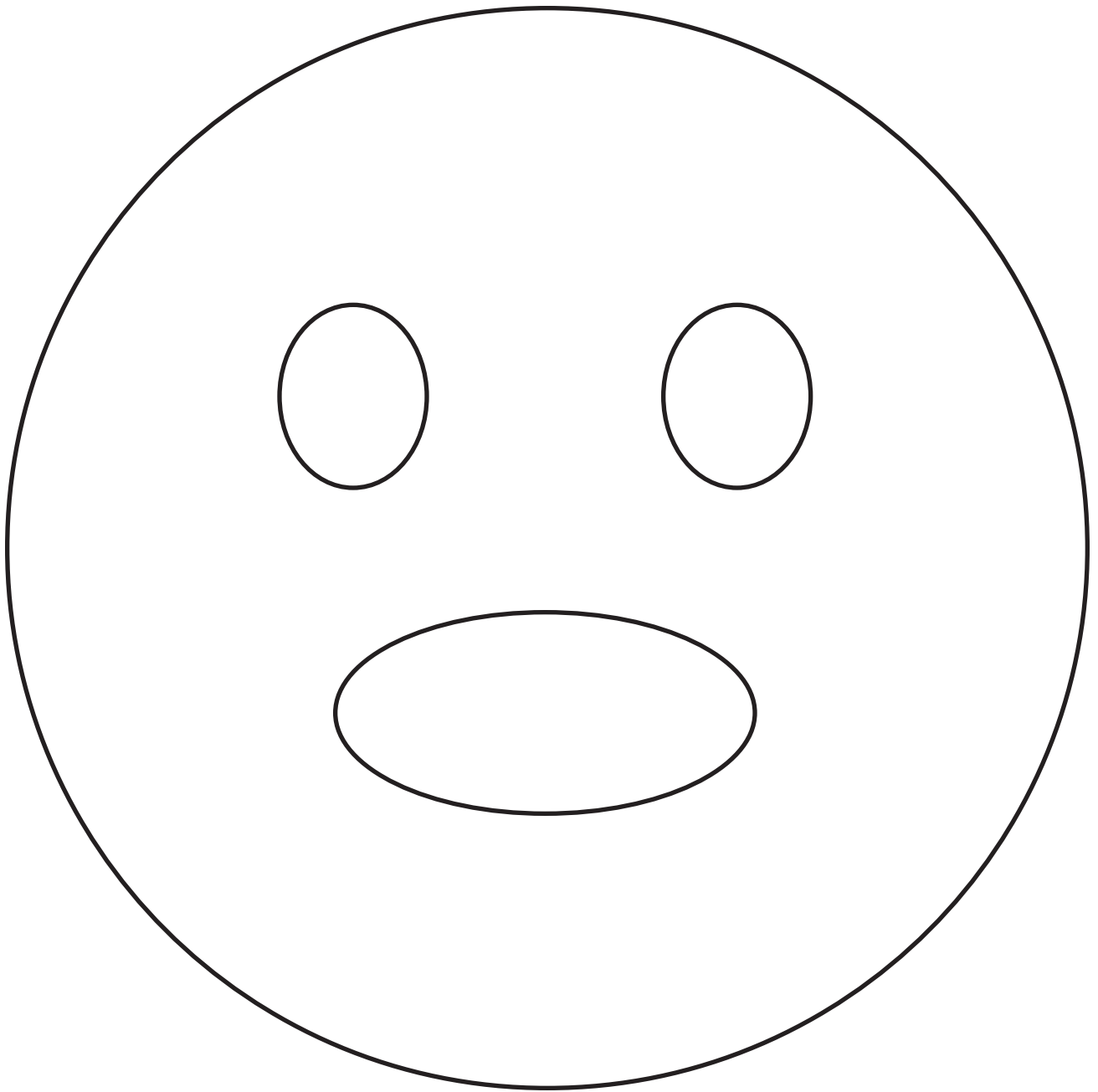
Shy

ANGRY

Silly

EXCITED

# Mood Face



# Mood BINGO


Happy	Sad	Jealous	Thankful
Shy	Mad	Glad	Excited
Angry	Lonely	FREE	Ecstatic
Frustrated	Embarrassed	Envious	Silly

# Colorful and Musical Feelings

## Standard I:

Students will develop a sense of self.

## Objective 3:

Develop and use skills to communicate ideas, information, and feelings.

## Intended Learning Outcomes:

1. Communicate clearly in oral, artistic, written, and nonverbal form.

## Content Connections:

Lang. Arts VII – 1; Compose written draft  
Math III – 3; Represent data

## Content Standard I

## Objective 3

## Connections

## Background Information

*Mouse Paint* by Ellen Stohl Walsh is a book about mixing the primary colors to make secondary colors. Your students should be very familiar with the primary colors and have had opportunities to use a variety of colors in works of art. As a teacher, you need to be familiar with a variety of works of art, how the colors were used, and what emotions the artist invokes by using those colors.

Students need to be exposed to a variety of music genres. Many classical pieces have been composed to portray a certain message and Vivaldi's "Four Seasons" is a good example of this. His music depicts the four seasons, Winter, Spring, Summer and Fall. Before teaching this lesson, teachers should be familiar with Vivaldi's "Four Seasons" and be able to point out the parts of the music that match each season. Teachers should also have available other music pieces they can teach their classes to sing or just listen to.

## Research Basis

Berkeley, S.L., Mastropieri, M.A., & Scruggs, T.E. (2007). Peers helping peers. *Educational Leadership*. 64(5) 54-58.

In this article, the authors discuss the benefits of teachers using cooperative learning in their classroom. We all have students in our class that come from a variety of academic levels. By using cooperative learning, we can model the strengths of students to others in the classroom. As they work together, they learn from each other and also learn to work together.

Kendall, J.S., DeFrees, K., Pierce, J., Richardson, A., & Williams, J. (2002). Connecting ideas: a strategy for extending the curriculum. *ERIC Source*. Retrieved January 20, 2008, from <http://www.eric.ed.gov>.

This article talks about the importance of using connections when teaching students. They talk about how there is not enough time to teach them everything new, so we must find what they already know and build from there. We have to take what is essential to be taught and connect it with something else, so that we can fit it all in.

## Invitation to Learn

Read the story *Mouse Paint* by Ellen Stohl Walsh. As you read the story, have students mix the primary colors to discover what color they will make, previous to reading the page in the book. For example, as the red mouse plays in the yellow puddle, stop and have students mix those two colors and see what they discover. After they mix the colors, continue on reading the story. To mix the colors, you could have them use paint, crayons, clay or even frosting on cookies. If you choose to use the frosting and cookies (vanilla wafer style), the students start with three tubs of white frosting at their tables. When they meet the three mice in the story, you go and put food coloring in the frosting to make it red, yellow, and blue. They then frost three cookies, one red, one yellow, and one blue. As you get to the parts where the mice mix the colors, add new food coloring to the frosting and have the students mix it and see what color it becomes. They then frost three more cookies, and by the end of the story they have six cookies one red, orange, yellow, green, blue, and purple.

### Materials

- ☐ Mouse Paint
- ☐ Cookies
- ☐ Frosting
- ☐ Food coloring
- ☐ Plate or napkins
- ☐ Paint
- ☐ Crayons
- ☐ Paper
- ☐ Mouse
- ☐ Chart (class graph)
- ☐ Mouse Graph
- ☐ Ink pad
- ☐ Greeting cards
- ☐ Blank white cardstock
- ☐ Color Wheel



## Instructional Procedures

### Color Explorations

1. Discuss with your class what happened in the story and what colors were mixed to make new colors. Display on the board all the colors: red, orange, yellow, green, blue, purple. They can be displayed using squares of paper with the color words written on them.
2. Using the *Mouse* worksheet that has been copied in the six colors (red, orange, yellow, green, blue and purple), have students pick their favorite color of mouse and cut it out. Have students graph their mouse on a big class graph made of butcher paper or a pocket chart. The graph should be labeled with the colors on the bottom so students know where to place their mice. Once everyone is done, look at it as a class and discuss what they notice or what information they can gather, such as which color has the most, which color has the least, etc.

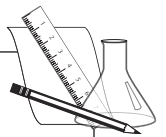
3. Students will make their own representation of the graph from the class graph. Using the *Mouse Graph* worksheet, have your students mark the boxes for each color. Students could make mouse thumbprints by making a thumb print and then decorate it like a mouse. Once they are done, have them compare it to the class graph to see if it is the same.
4. Discuss with the class how different colors can make us feel different ways. Show your students some greeting cards and talk about what colors were used to decorate the card and what message the artist is trying to portray. Play a game using the cards where you show the front of the card and have the students guess what the message is on the inside.
5. Give students blank cards, have them decorate them and write their message on the inside. They can then share them with their neighbors and see if they can guess what message is inside.

### Moody Music

1. Discuss with your class how music is composed to portray a certain message and makes us feel certain moods or feelings.
2. Introduce your students to Vivaldi's "Four Seasons." Discuss how the music was written to make listeners feel and imagine what each season is like.
3. Play one of the seasons and have students draw pictures of that season. Remind them to think of what activities they participate in during the seasons.
4. On the back of their paper, have students write about their season and then share it with others.
5. Repeat this activity with all the seasons, creating a season book. Each child will have created four pages and it is then put into a book. They will each have their own book that they can share with others.
6. Students can pick their favorite season. Give them each a 3x5 card and have them draw their favorite thing that reminds them of the season and then place it on a graph that the whole class can see. The graph can be made out of butcher paper or a pocket chart that is labeled with all the seasons at the bottom. As a class, compare and contrast it.

### Materials

- ☐ Vivaldi's "Four Seasons"
- ☐ Paper
- ☐ Crayons
- ☐ Pencils
- ☐ Index cards
- ☐ Class graph



## Assessment Suggestions

- Give students the *Color Wheel* worksheet. Have them color in the wheel. Guide them on coloring in the red, yellow, and blue space, and then let them do the rest on their own. Observe to see if they recognize which colors mixed together to make the new colors.
- Play one of Vivaldi's "Four Seasons" and have the students identify which season it is.
- Create a graph of the class' favorite colors, using the data that you collected from graphing their colored mice in the *Mouse Paint* lesson. Have them read the graph and answer questions such as: which color has the most, which color has the least, etc.

## Curriculum Extensions/Adaptations/Integration

- Using a variety of poetry styles, students can create a poetry book about all the colors. They can write acrostics, haikus, lists, etc. Read the book, *Hailstones and Halibut Bones* to them to show an example of color poems.
- Using a variety of poetry, have students write poems about the four seasons.
- Pick a famous work of art. Share it with the class and have them notice the colors that were used. Talk about the mood that is created through the colors. Have the students create their own work of art trying to portray a mood through the colors.
- Give each group of 5-6 students a large container of crayons. Have them sort them into the different shades of colors (red, orange, yellow, green, blue, purple). As a group they will have to discuss which color they think each crayon fits into. When they are done, have them walk around and see how the others tables sorted theirs. Discuss it as a class and why you would use different shades of a color.
- Discuss dynamics of music (loud, soft, etc.) Teach your class the different symbols that are used in music so that those playing the music will know what to play. Have students share what mood or feeling would go with each dynamic.
- Listen to and/or sing a song that has similes about feelings in the lyrics. Introduce your students to writing similes. Have



them write about a feeling using similes. Have them include things like colors, times they feel that way, and levels of noise. For example:

Happy is yellow

Happy is playing in the snow

Happy is medium loud

## Family Connections

- Assign students to make a color collage at home. Have them pick their favorite color and then find pictures in magazines or draw things that are that color. Have them bring them to class and share them.
- Have students ask their family members what their favorite color is and make a graph using the *Mouse Graph* worksheet.
- Teach students songs at school, send the words home with them and have them share the songs with their family.
- Ask students to ask their family what season is their favorite, have them make a graph and bring it back to school to share.

## Additional Resources

### Books

*Mouse Paint*, by Ellen Stohl Walsh; ISBN 0152002650

*Hailstones and Hailbut Bones*, by Mary O'Neill; ISBN 0385410786

# Mice



# Mouse Graph


**Red**

**Orange**

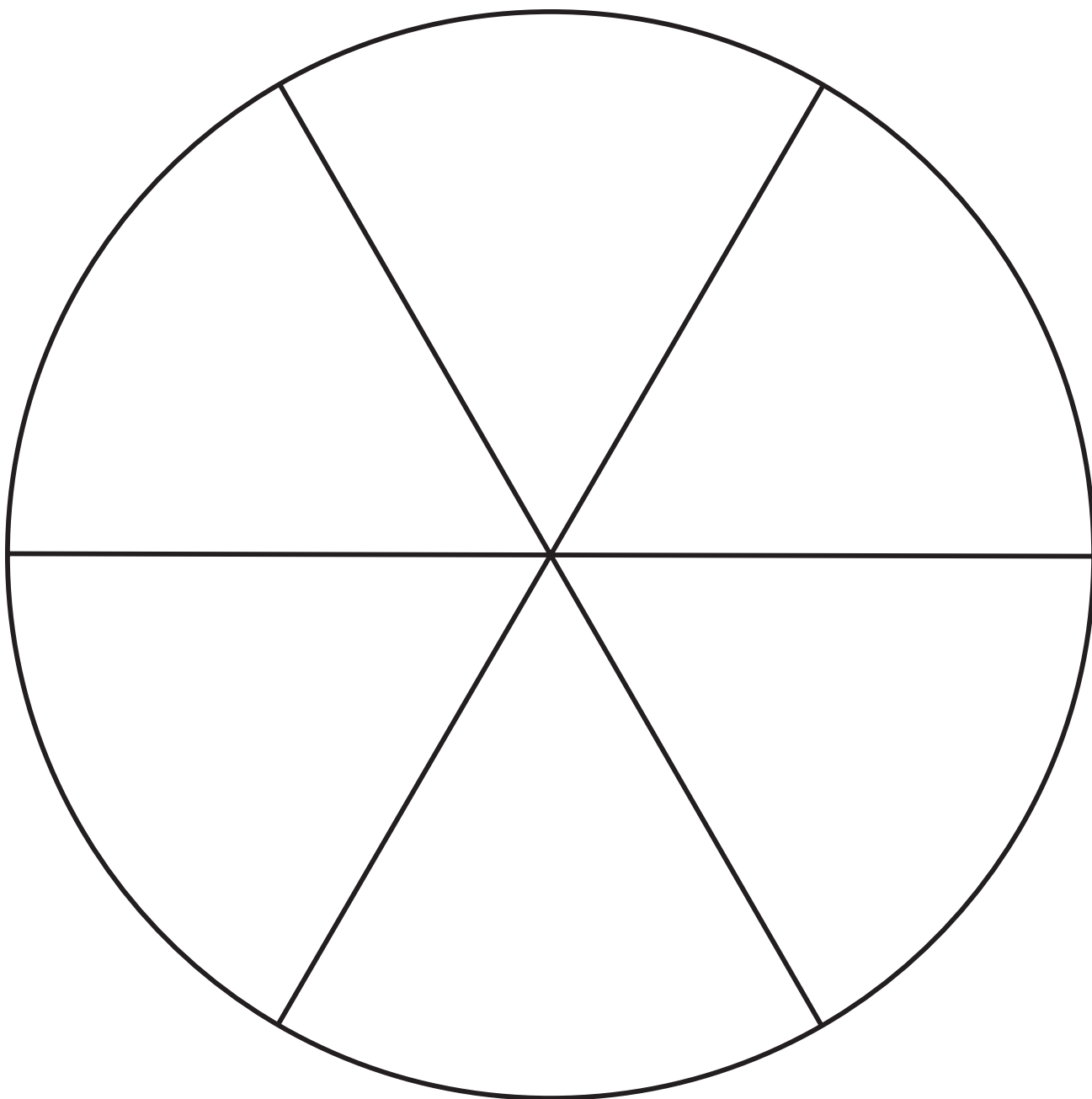
**Yellow**

**Green**

**Blue**

**Purple**

# Color Wheel



# **Content II-3**

## **Activities**

### **Culture**



# Art and Culture

## Standard II:

Students will develop a sense of self in relation to families and community.

## Objective 3:

Express relationships in a variety of ways.

## Intended Learning Outcomes:

5. Demonstrate responsible emotional and cognitive behaviors.

## Content Connections:

Math III-I; Geometric figures

Content I-3; Communicate and express feelings

## Content Standard II

## Objective 3

## Connections

## Background Information

Art is not what you see, but what you make others see. (Edgar Degas)

Artists are influenced by the world around them. Their culture, families, environment, and experiences are often evident in their completed work. Art is an excellent way for children to see the world from a different perspective. Consider the cultures in your classroom when selecting art prints and art forms to study. The emphasis of the following lessons is for students to reflect their culture through art. As young children are exposed to a variety of art forms, not only will their appreciation for fine art grow but their willingness to experiment with different techniques and styles will develop as well. There are many different forms of media that can be used for artistic creations. Printing, watercolor, pencil drawings, collage, and abstract are just a few of the forms. Shape, color and texture are also all used in art. Art can be as complicated or simple as you make it. Let children explore and they will probably teach you a thing or two!

## Research Basis

Rabkin, N., Redmond, R. (2006). The arts make a difference. *Education Leadership*. 63(5) 60-64.

This article gives evidence, that arts integration, when done effectively turns curriculum into work that is not just reproducing knowledge but rather is showing children how to use it in authentic and intellectual ways. It discusses what exactly arts integration is, and the power of using art in k-8 classrooms.

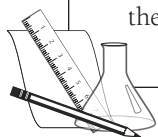
Gallavan, N.P., & Kottler, E. (2007). Eight types of graphic organizers for empowering social studies students and teachers. *The Social Studies*. 98(3) 117-23.

Graphic organizers provide a way for teachers and students to have the tools, concepts and language to organize, understand and apply information. Often, teachers feel that social studies overwhelms students. Graphic organizers help students sort, show relationships, make meaning, and manage information quickly and easily before, during and after reading and discussion. In the article, the authors present eight types of graphic organizers with descriptions, vocabulary and examples.

## Invitation to Learn

### Materials

- ☐ Shape Element Cards
- ☐ Overhead or poster of a piece of artwork that you are familiar with (an overhead can easily be made from a piece of artwork printed from the internet)



### Art Match

Give each group a set of the *Art Element Cards*. Talk about the words that are on each card. With students, using a piece of artwork that all can see, show one of your *Art Element Cards* and find an example in the artwork of this specific shape element. Use an overhead or poster of a piece of artwork that you are familiar with to demonstrate. (An overhead can easily be made from a piece of artwork printed from the internet). Explain to the students that just as we see shapes in the world around us, there are shapes used in artwork and that they are going to be looking for them in all different types of art. Now that you have provided a model for students, ask groups to place all of their *Art Elements Cards* face down. Have the groups turn over one of their *Art Elements Cards* at a time and find an example in a piece of artwork. They could use artwork that you've displayed (posters, overheads). Postcards or pictures from calendars could also be used in smaller groups at their desks. This activity should take no longer than five to ten minutes. It should just give students enough time to look and see that all art includes the shape elements.

### Materials

- ☐ Pictures of African Masks
- ☐ African Mask Template
- ☐ Material/string
- ☐ Geometric Shape
- ☐ Crayons, markers, etc.
- ☐ Drum (optional)
- ☐ Venn Diagram



## Instructional Procedures

### African Masks

1. Show students pictures of African masks. You may find pictures online and make them into overheads. The books listed in Additional Resources have pictures that include good representations of African artwork (websites are also listed).
2. Discuss how artists use colors, shapes, and forms to symbolize and communicate within their artwork.
3. Have students decide on 3-5 colors they like and discuss what these colors may communicate to the viewer (happiness,



strength, sadness and so forth). During this time you can also refer students back to the shape element cards. Brainstorm with students what colors and shapes they would like to have on their own African mask that they will create. Encourage them to think about what their chosen colors and shapes will communicate about themselves. You could make a list on chart paper of shapes and colors that describe their current emotions and or interests.

4. Students can utilize art materials and the *African Mask Template* to create their own African mask art. Any media form can be used. You may choose to have geometric shapes cut out (from die-cuts) that the students could use to glue onto the template.
5. After modeling using your own mask, have students think of a sentence that they could use to describe their African mask. You could also use one or two students' masks as examples, and have the class generate sentences for those masks. Pose questions to help them generate their sentence such as: What colors and shapes did you pick? What would you wear this mask for? How do you feel when you are wearing this mask?
6. Have students wear (or hold their mask in front of their face) and read their sentence. To make this more dramatic, you could play "African Music" or beat a drum while they read their sentences.

### Pop Culture Art

1. Explain to students that even in America we have artwork that is unique to our culture. Explain that one type of artwork that we see is called Pop Culture Art.
2. As a shared reading, read aloud the biographical paragraph about *Andy Warhol* (you may also choose to show a picture of Andy Warhol). Explain that just like Andy Warhol, who is an American Artist, they are going to be artists also. Andy Warhol used famous people and common everyday things to create art. "In our classroom we are all famous and we are going to use our very own faces to create art!"
3. Read the poem *Millions of People* and have a discussion about how "everyone in our classroom looks different but there are things that are the same about us too" (the poem can be read together as a class and put into a poetry binder, made into a poster, or used for shared reading).
4. Using pictures of two students in your classroom compare and contrast, with a Venn diagram. You could use the Venn

### Materials

- ☐ *Andy Warhol Bio*
- ☐ *Millions of People Poem*
- ☐ *Venn Diagram*
- ☐ Andy Warhol prints
- ☐ Student pictures
- ☐ *Four Square Art Page*
- ☐ Styrofoam
- ☐ Toothpicks
- ☐ Tempera paint



diagram pocket chart for this activity. Have students look with you at the two pictures and see how the children in the two pictures are the same and how they are different (note: make sure to pick students that could handle having their picture used as the example).

5. Using two of Andy Warhol's prints, compare and contrast the two prints (how are they the same, how are they different?). This will force the students to look very carefully at the artwork and they will be more ready to make their own small changes as they recreate and make their own personal "pop-art". You will want students to think back to their art elements cards and the five shape elements you discussed during the introduction. Remind them that when you are looking at their artwork you will want to see color changes and shape element changes. Have the shape element cards available for reference.
6. Discuss how when Andy Warhol, who you read about when you first started the lesson, changed the color on his prints, he changed what people felt and thought when they saw his work. Ask what colors they think would show someone being happy, sad, excited, confused, etc. (note: this brainstorming will also help them later when they are giving each of their prints a name).
7. Now students are ready to make their own "pop"-style artwork. There are two options to choose from as you have students create:
  - a. Take a picture of each student (black and white). If the picture is digital, it is easy to print a page with 4-6 small black and white prints of the same picture. Using the *Four Square Art Page*, have each child paste a picture of him/herself into each box. Have children use different types of art media to make each picture look different. Have them brainstorm "names" for each of their pictures.
  - b. Have each child, using thin Styrofoam and a toothpick, etch into the Styrofoam what they look like. If you have mirrors you could have them look in the mirror to do this. Then, using tempera paints and a paintbrush they pick a color to put over their "print." Have them stamp the print into one of the four square boxes on the template provided. Then, they can pick a new color and either paint over, or wash off their print and start again for each box, until all four boxes are complete. After this is dry have them brainstorm a word to describe (preferably not a color word) each different picture.

8. Display artwork in an “art gallery” within your school, or in your classroom. Using artwork, and basing artwork on famous artists is a great idea for displays before parent-teacher conferences.

## Assessment Suggestions

- Display the student mask art creations within the classroom. Let students each have a set of *Art Element Cards*. Each child can look critically at another child’s African mask creation and fill out the *African Mask Rubric*. Students could also fill out a rubric for their own mask if desired.
- As part of a journal prompt, have students complete the sentence: “Art can be\_\_\_\_\_.” to see if they understand that art can take many forms.
- Check to see if students included the elements of art that were discussed – (shapes, colors) in making their artwork unique to them. They can use the *African Mask Rubric* to self-assess. You may choose to use the rubric to assess and give feedback, as well.
- Have the students complete a journal entry about how their artwork is an expression of themselves. Assess to see if they are using any of the shape element words or talking about how or why colors were used (Note: If you’ve set them up to be thinking about these elements while they complete their projects, you’ll get a much richer reflection in their journals).

## Curriculum Extensions/Adaptations/Integration

- Make “art word charts” that students can refer to. For example, for textures, words such as *rough*, *smooth*, *silky*, and *bumpy* may be added to the chart. For patterns words like *checked*, *striped*, *borders* and *dotted* are likely. The goal is to find unusual and descriptive words to expand concepts behind art elements and add words to charts. These word charts will accommodate for students as they write descriptions for their artwork and as they do written reflections in their journals.
- Postcards: Use art postcards to have students do sorts and finds. For example, groups can sort by subject matter (e.g., portraits, landscapes) styles, and art elements (e.g., color,

texture). Connect sorts to units: sort by cultures, animals, and plants. Students can also do open sorts where they are given postcards and find different ways to group them. Students can also use a Venn pocket chart in groups, or a *Venn Diagram* in sorting.

- Make your own postcard: Give each child a postcard size piece of cardstock or other heavy paper and have them create their own piece of artwork. Even a simple 3x5 or 4x6 index card can be used. You may choose to gather these and then mail them home with a note to the parents about what students have been learning or a positive note about their child. These are also fun to use for birthdays.
- Study art from other countries and have students create their own pieces, related to the works studied, just as you have modeled in your African Masks and Pop Culture Art activities. Some ideas for other countries could include mosaics (European and Islamic cultures), totem poles or weaving (Native American).

## Family Connections

- Send home a note to parents, telling them that you are learning about different art forms from different countries and see if they have any art that they would like to send to school. You could have a “show and tell” art day.
- Send home postcards that children have made with a note about how well their child is doing in school.
- Have students pick a country or culture that they want to learn more about and assign reports to be done at home with parents. In this way, students will learn and share more about different cultures/ countries, as well as different artwork!

## Additional Resources

### Books

*The Art Book For Children*; ISBN 978-0-7148-4530-2

*A Child's Book of Art*, by Lucy Micklethwait; ISBN 978-1-56458-203-4

*Andy Warhol: The Life of an Artist*, by Carin T. Ford; ISBN 0-7660-1880-6

*Artists in their Time: Andy Warhol*, by Linda Bolton; ISBN 0-531-16618-X

*Ashanti to Zulu: African Traditions* by Margaret Musgrove; ISBN 978-0140546040

## Web sites

<http://www.nmafa.si.edu/index2.html>

This website links you to the National Museum of African Art. You can look at African Masks, listen to African music, and link to other lesson ideas.

[www.famouspainter.com](http://www.famouspainter.com)

This website gives you biographical information about many artists including Andy Warhol. There is also a picture of Andy on this website (however it is a little scary

<http://www.alifetimeofcolor.com/>

This website gives you lots of great art resources and information, including lesson plans for each grade level


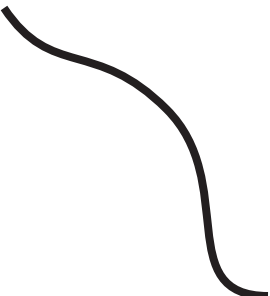
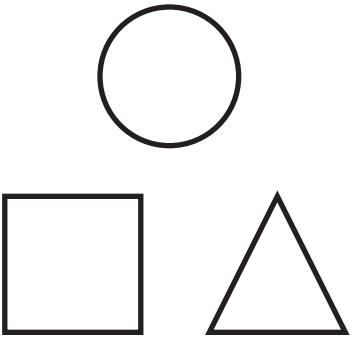

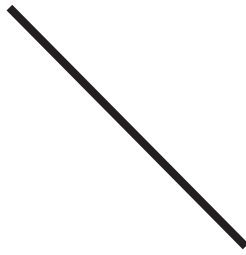
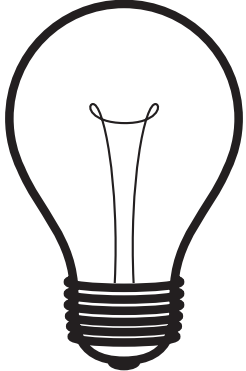

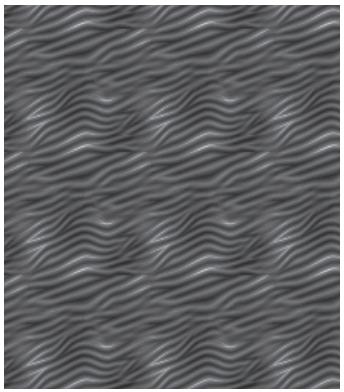
<http://www.umfa.utah.edu/>

This will link you to the Utah museum of Fine Arts website.

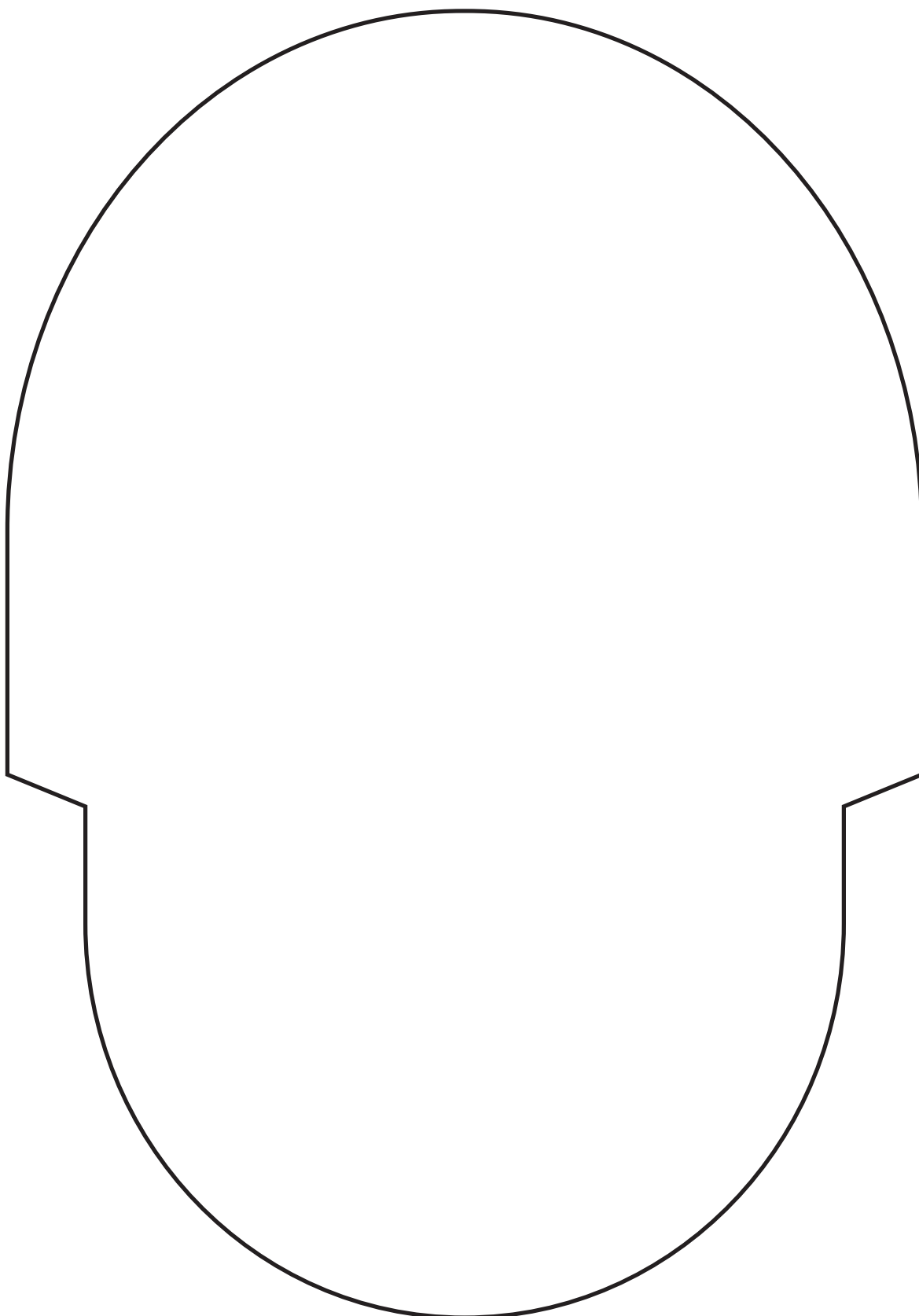
## Organizations

*Springville Museum of Art*, 26 E. 400 S. Springville, Utah, 84663, 801-489-2727, <http://sma.nebo.edu/>

# Art Element Cards

<p><b>Straight Line</b></p> 	<p><b>Curved Line</b></p> 	<p><b>Shape</b></p> 
<p><b>Dot</b></p> 	<p><b>Angled Line</b></p> 	<p><b>Space</b></p>
<p><b>Light</b></p> 	<p><b>Color</b></p> 	<p><b>Texture</b></p> 

# African Mask



# Andy Warhol

**Andy Warhol (1928-1987) was an important artist during the 20th century. He was a leader of the pop art movement, which used art to look at what was popular. He got ideas for his artwork from images such as comic books, soup cans, movie stars and the media to show that you can make art from anything.**

**He was not just an artist.... Warhol was a filmmaker, painter, collector, music producer, commercial designer and illustrator, author, magazine publisher, and fashion model.**

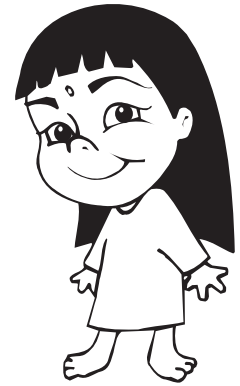
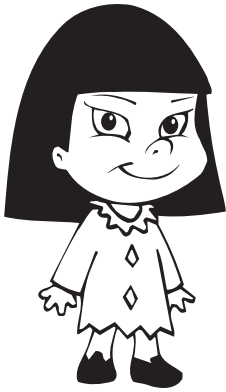
# Andy Warhol

**Andy Warhol (1928-1987) was an important artist during the 20th century. He was a leader of the pop art movement, which used art to look at what was popular. He got ideas for his artwork from images such as comic books, soup cans, movie stars and the media to show that you can make art from anything.**

**He was not just an artist.... Warhol was a filmmaker, painter, collector, music producer, commercial designer and illustrator, author, magazine publisher, and fashion model.**



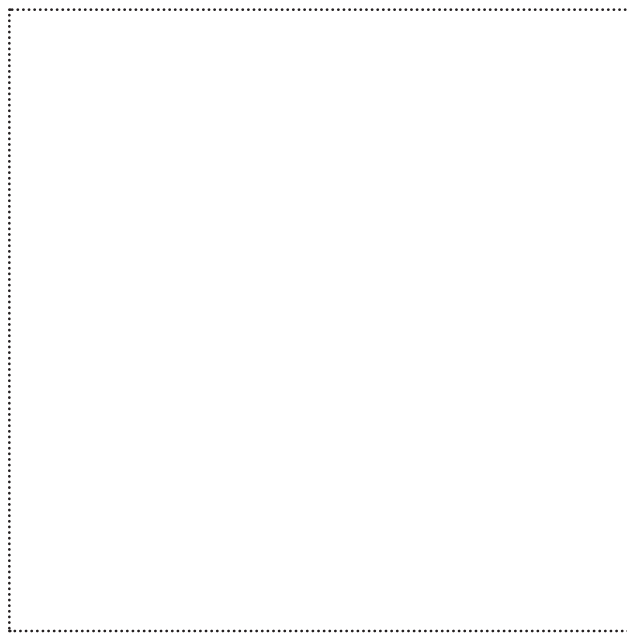
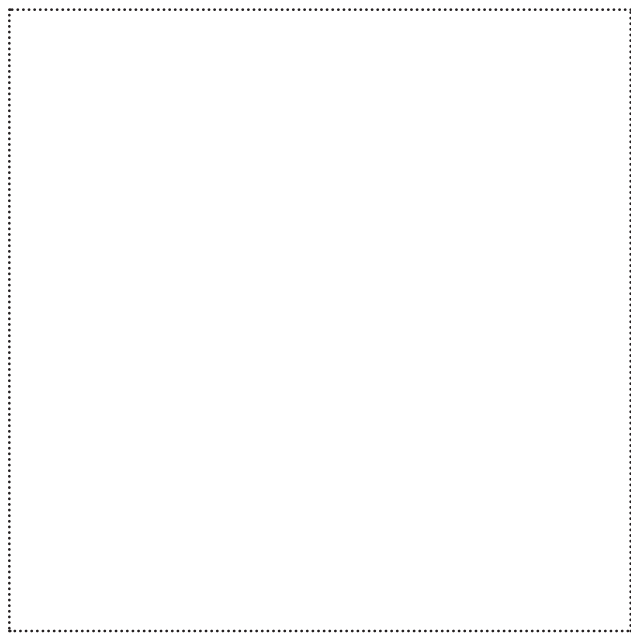
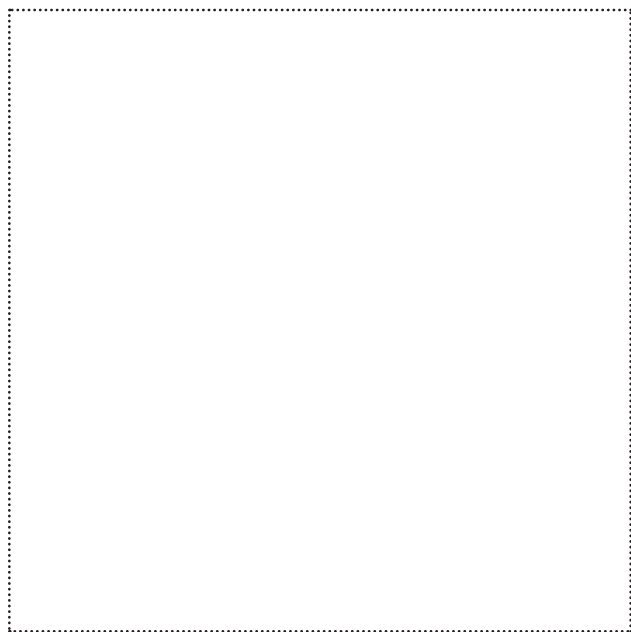
# Millions of People



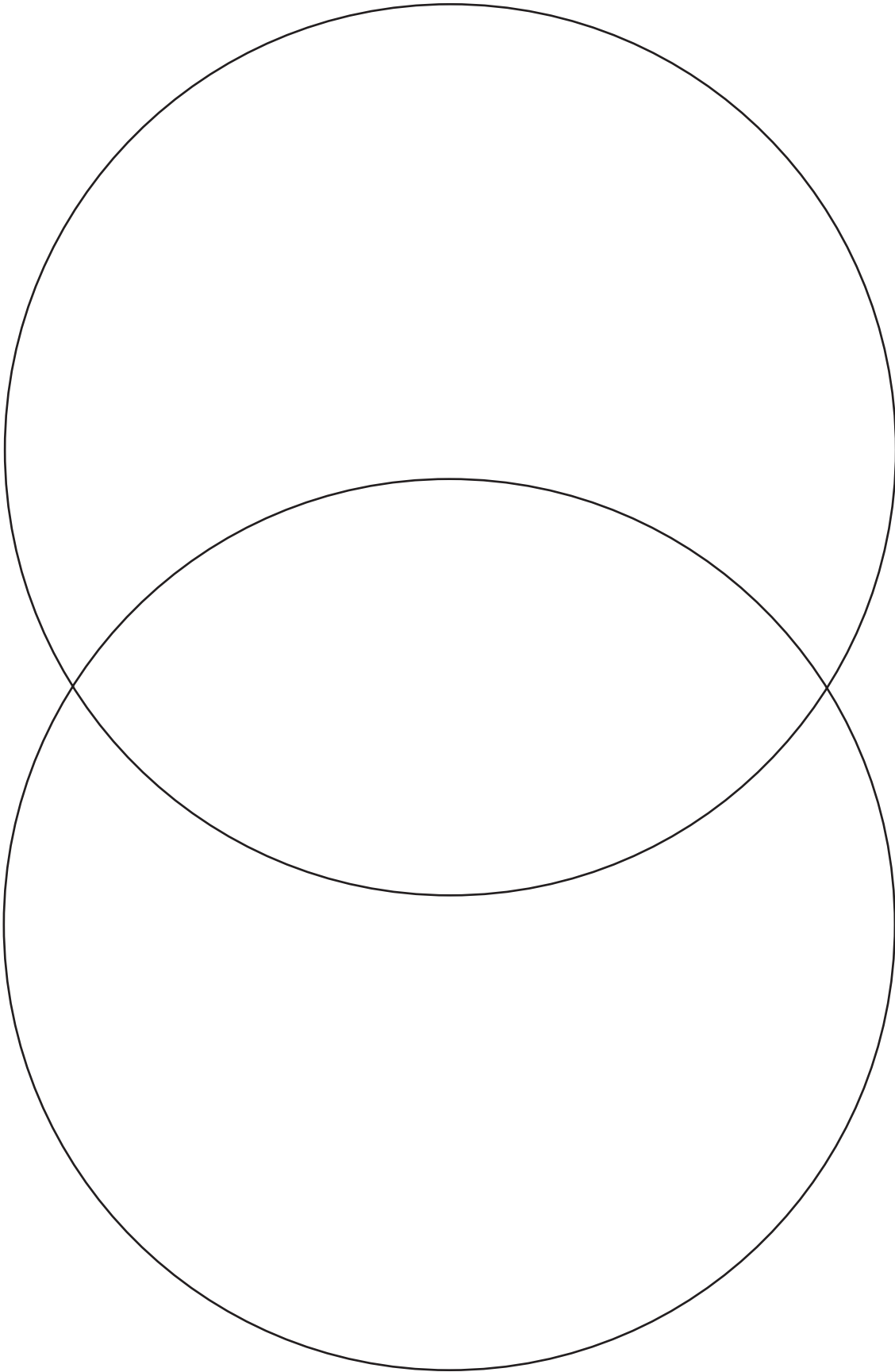
There are millions of people  
In millions of places  
And all of the people  
Have different faces.  
The tilt of the nose  
May vary a bit;  
The slant of the eye,  
The curve of the lip.  
You may look and look  
At the fats and the thins  
But no two people are alike  
--- 'cept identical twins.  
And they too may differ,  
Even as we,  
In some little way  
That you cannot see.  
No one can explain it  
No one is to blame -  
There are millions of people  
And no two are the same.

Jane W. Krows

# Four Square Art Page



**Venn Diagram**



## African Mask Rubric

Artist Critic's Name \_\_\_\_\_

I chose to look at \_\_\_\_\_ African Mask

Did the mask use more than one color?	yes	no
---------------------------------------	-----	----

Does the mask show feelings?	yes	no
------------------------------	-----	----

Are there straight, curved or angled lines?	yes	no
---	-----	----

Are different shapes used?	yes	no
----------------------------	-----	----

One word you would use to describe this mask \_\_\_\_\_

## African Mask Rubric

Artist Critic's Name \_\_\_\_\_

I chose to look at \_\_\_\_\_ African Mask

Did the mask use more than one color?	yes	no
---------------------------------------	-----	----

Does the mask show feelings?	yes	no
------------------------------	-----	----

Are there straight, curved or angled lines?	yes	no
---	-----	----

Are different shapes used?	yes	no
----------------------------	-----	----

One word you would use to describe this mask \_\_\_\_\_

# Cinderella: A Character with Culture

## Standard II:

Students will develop a sense of self in relation to families and community.

## Objective 3:

Express relationships in a variety of ways.

## Intended Learning Outcomes:

1. Demonstrate responsible emotional and cognitive behaviors.

## Content Connections:

Language Arts Standard VII-2; Apply strategies to comprehend text  
Language Arts Standard V-2; Develop reading fluency

Content  
Standard  
II

Objective  
3

Connections

## Background Information

Graphic Organizers are used in this lesson to help students to organize information from books that are read, and facts that are learned. Graphic Organizers are a good way to help students participate visually and orally. As students advance in their learning they are able to use graphic organizers on their own, as well as with a group to show their knowledge and understanding of information. Graphic Organizers are also a great way to help integrate the arts with other subjects by using reading and writing to understand content area topics.

Readers' theater offers students an effective tool for connecting literature, oral reading and drama. Through readers' theater, children are able to become more fluent in their reading and perfect their oral presentation skills. Readers' theater also gives students a chance to work together cooperatively in reading and listening and giving each other feedback. Through readers' theater children can be taught about voice level, intonation, pitch, and body positioning when reading. Children also learn how to communicate to an audience and interpret text. Readers' theaters can easily be written and are adaptable to most subject matter.

## Research Basis

Cornett, C.E. (2006). Center stage: Arts-based read-alouds. *The Reading Teacher*. 60(3) 234-40.

This article opens with examples of two classroom teachers who use music and drama as core strategies to introduce, develop, and follow-up on a reading lesson during an integrated social studies unit. These examples introduce an expanded definition of literacy that includes use of language and the arts as equal communication partners.

The article goes on to explain the process of collaborative arts-based literacy planning, showing how team of teachers selects specific music, visual art, drama, and dance strategies to develop a book's "big ideas" or themes. Arts strategies are then used as processes to help students make meaning before, during, and after reading.

Biegler, L. (1998). Implementing dramatization as an effective storytelling method to increase comprehension. (ERIC Document Reproduction Service No. ED 417377)

This research study shows that students who used dramatization had greater comprehension. The findings suggest that children who reenact a story become more emotionally involved, and therefore more motivated and interested.

## Invitation to Learn

### Materials

- ☐ Tales Beneath Timp
- ☐ Story Elements Graphic Organizer



Show students the picture of *Tales Beneath Timp* by James Christensen or some other picture from a book cover that shows people reading. Talk about what they notice in the picture. What does it look like the people and animals in the picture are doing? They are listening to a tale. Another name for a story is a tale. This picture is showing people, some real and some pretend, listening to a tale. People all over the world like to listen to stories and there are lots of different stories, but every story has four important parts: character, setting, problem, and resolution. Refer students to the *Story Elements Graphic Organizer* that you will be using later in the lesson. Teach students the following chant:

- Who were the characters (put your hands by your face as you move your head from side to side)?
- What was the setting (Hands above your head like you are making the roof of a house)?
- What was the problem (Make two fists, like you are ready to fight)?
- What's the resolution or how was the problem solved (whisper to your neighbor with your hand on their shoulder)?

### Materials

- ☐ Traditional Cinderella storybook
- ☐ Story Elements Graphic Organizer
- ☐ Mufaro's Beautiful Daughters
- ☐ Venn Diagram



## Instructional Procedures

### Comparing Cinderellas

1. Explain to students that you are going to read a story aloud and that you need their help finding the character, setting, problem and solution in the story that is being read. Explain that when they hear a character identified in the story they can put their hands by their face, when they hear the setting they can put

their hands about their head to form a roof, etc. (refer to the invitation to learn), as a signal that they found one of the story elements.

2. Read a traditional tale of Cinderella to your students.
3. As a class, fill in the *Story Elements Graphic Organizer* poster with characters, setting, problem and solution. You can use pictures or words, depending on level of learners, or when in the school year the activity is completed.
4. Later, (the next day), remind the students about what you talked about before (invitation to learn): how every country has “tales” that they tell and read. Explain that now you are going to read a tale that is from another country, *Mufaro’s Beautiful Daughters*, a South African tale.
5. On a globe or map show students the location of South Africa. Have a discussion about what they think may be different in this Cinderella-type story, as compared to the traditional tale read previously.
6. Explain that some of the parts of this story are a lot like the Cinderella story read previously, and some are very different. Make it clear that after you read, you are going to fill out the *Story Elements Graphic Organizer* poster as you did for the Cinderella story, previously, and you are going to need everyone to help. If you want to use a different color of marker to fill out the poster for the second Cinderella story, it would make it easy to use for a compare and contrast activity on a different day.
7. During the reading, when students recognize a character in the story have them put their hands by their face, when they hear something about the setting have them put their hands about their head to form a roof, etc., as a signal that they identified one of the story elements.
8. Have students pay special attention to the pictures as well as the words as you read the story, stopping to fill in the *Story Elements Graphic Organizer* poster as needed.
9. After the *Story Elements Graphic Organizer* has been filled in for both stories, discuss as a class the things you noticed that were similar or different between the two stories.
10. Introduce the *Venn Diagram*. Using the Venn Diagram pocket chart put the names of the two stories at the top of the intersecting circles. Model by thinking aloud “I noticed that both stories have sisters who are not nice so I am going to put that in the middle pocket because it shows how they are the

same. I also noticed that in *Mufaro's Beautiful Daughters* the setting was in a jungle village (refer them back to the *Story Elements Graphic Organizer*) but in the first story we read the setting was in a house. I am going to write jungle village and put it on this side, and house and put it on this side." You could also have pictures from the stories that you could put in either side of the pocket chart. After modeling and thinking aloud for students, see if any of them can think of story elements that are the same or different that they could add to the pocket chart.

11. Give students time to go back to their own seats and complete the *Venn Diagram* themselves. They can use pictures or words (preferably both) to show that they understand the differences and similarities in the two stories.
12. As a follow up in a future lesson you may want to discuss and reflect upon how the different versions of the tales read reflect the cultures of the authors who wrote them. You could find the countries on a map, talk about the history and culture that influenced the choices of the authors in their retelling of the story. Students can be given the opportunity to journal about their observations and things that they have learned through the compare and contrast process.
13. Now that you have completed the compare and contrast process you can easily complete instructional procedure steps four-twelve with a different culture's version of the Cinderella story (e.g. *The Rough-Faced Girl*).

### Cinderella Readers Theater (for boys and girls alike)

1. Give a script to each child in the classroom. There is a script for the boys, and a script for the girls. If you don't have the "right" numbers of students, more than one student can say the part at once.
2. Talk about what students notice about the script. Explain that there are different parts ("reader 1," "reader 2," "reader 3" and "all").
3. Model an oral reading of the script, while students follow along. If possible, you could use another child in your class to read with you. If this is not possible, you could physically move from side to side, demonstrating different parts. You could invite former students to come back and help you. Children love to see kids that are older than them, and realize that they can be just like them if they listen and learn.

#### Materials

- ☐ Cinderella Readers Theaters
- ☐ Craft Sticks
- ☐ Star Die Cuts





4. Make sure that reading is done at a rate that students can easily follow along.
5. Re-read the script again as a non-example of good reading. Use a monotone voice and no expression.
6. Ask students what was wrong and make a list of their suggestions. Pose the question: Which reading was better?
7. Assign parts, and show students how to underline, with a crayon, only the part of the readers' theater that they will be reading. Make sure that you make note of who has what part.
8. Make a "magic" wand out of a straw and a star die cut that students can decorate. These magic wands can be used as trackers while students practice their readers' theater parts. As a teacher, model how the wand moves smooth and flowing as you read fluently as opposed to a lumpy, bumpy reading (see *Fluency Rubric*).
9. Have students practice their part and help them with words that might be tricky. They can practice alone, with a partner or in a small group.
10. After students have had time to practice their parts (this may stretched out over more than one day), allow them to perform for your class.

## Assessment Suggestions

- Observe students' actions during reading of the Cinderella stories for clues that they are identifying story elements, through their physical representations.
- After having students fill out the *Venn Diagram*, check for accuracy (finding elements that are the same and different in each story).
- Do a running record with your individual students, using the readers' theater scripts, watching for expression, rate and accuracy of reading.
- Have students monitor their own reading progress, showing how they think they have improved, using the *Fluency Rubric*. This could be used before and after for a pre and post assessment.

## Curriculum Extensions/Adaptations/Integration

- In Africa, a drum is often used as part of storytelling. In order to make the connection to African culture, you could use a drum (you can even make your own out of an oatmeal container) to retell *Mufaro's Beautiful Daughters* to music. Show how you can use music to depict exciting or calm parts of the story with the beats of your drum.
- Explore sounds/music created around the world. Drum (Africa), Violin (Japan), Recorder (England) as you read the stories from those countries.
- On a map mark the places where the different Cinderella stories come from that you have read.
- Read other stories (books listed below) of Cinderella from various countries and follow the same process of comparing and contrasting.
- Repeat the steps under Comparing Cinderellas instructional procedures, using a new folk/fairy tale that has different renditions from other cultures/countries (e.g. The Three Little Pigs vs. The Three Javelinas, etc.).
- Make a list of descriptive words for the main characters in the story as an interactive writing activity, and to teach students about using descriptive words in their own writing.
- Use die cuts and craft sticks to make “magic wands” from straws and die cuts and have students use them as pointers as they read around the room.
- Have students write about their own wishes, just as Cinderella had wishes.
- You could also use the wands to take turns “tapping” one another and giving tasks to perform (spell a word, count the sounds, find a rhyme etc.).
- Retell one of the “tales” on one sheet of paper using “thumbprint” art. Each child can use their thumb to make the main characters on a sheet of paper and write a speech bubble for each character (e.g. Cinderella says, “I want to go to the ball”), or sentence about the story.
- Fold a Story: Using a square piece of paper, fold all four corners into the center to form four triangles. On each triangle write about one of the story elements (character, setting,

problem, resolution) and on the inside draw a picture to go with the story.

- Sing the Song *Fairy Tales*. Higher-level students could write their own verse to go with the song, and or illustrate the song to make a class book.

## Family Connections

- Send home a note to see if any families have Cinderella stories that are from different places around the world. Let the child read (or just bring) the book to school to be read. Talk about the country where the book comes from.
- Have students take their readers' theater scripts home and perform for their families.
- Invite families to school for a performance of this and other readers' theaters.

## Additional Resources

### Books

*Mufaro's Beautiful Daughters An African Tale*, by John Steptoe; ISBN 0-590-42058-5

*Teaching With Cinderella Stories From Around the World*, by Kathleen M. Hollenbeck; ISBN 0-439-18843-1

*Cendrillon: A Caribbean Cinderella*, by Robert D. San Souci & Charles Perrault; ISBN 9780689848889

*Cinder Edna*, by Ellen B. Jackson & Kevin O'Malley; ISBN 9780688162955

*Cindy Ellen: A wild western Cinderella*, by Susan Lowell; ISBN 0439270065

*The Persian Cinderella*, by Shirley Climo; ISBN 0060267631

*Cinderella*, by Charles Perrault, Loek; ISBN 9780735814868

*Glass Slipper, Gold Sandal: A Worldwide Cinderella*, by Paul Fleischman; ISBN 978080507953

*Egyptian Cinderella*, by Shirley Climo; ISBN 9780064432795

*Cinderella*, by Barbara McClintock; ISBN 0439561450

*Yeh-Shen*, by Ai Ling Louie & Ed Young; ISBN 0698113888

*The Korean Cinderella*, by Shirley Climo; ISBN 006020432X

### Websites

<http://www.acs.ucalgary.ca/~dkbrown/cinderella.html>

This website gives links to books and other Cinderella activities.

# Story Elements Graphic Organizer

Story Title \_\_\_\_\_

Four boxes for students to record information in:

**Character**



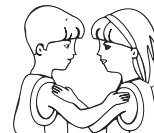
**Setting**



**Problem**

















**Solution**



# In Search of Cinderella (for boys)

- 😊 Reader 1: From dusk to dawn,
- 👉 Reader 2: From town to town,
- ☯ Reader 3: Without a single clue.
- 😊 Reader 1: I seek the tender, slender foot
- 👉 Reader 2: To fit this crystal shoe.
- 😊 Reader 1: From dusk to dawn,
- 👉 Reader 2: I try it on
- ☯ Reader 3: Each damsel that I meet.
- 😊 Reader 1: And I still love her so, but oh,
- 😊👉☯ All: I've started hating feet.

# Waiting Cinderella (for girls)

-  **Reader 1:**      **My foot**
-  **Reader 2:**      **It hurts!**
-  **Reader 3:**      **I lost my crystal shoe!**
-  **Reader 1:**      **I don't know where I left it.**
-  **Reader 2:**      **Whatever shall I do?**
-  **Reader 3:**      **My Prince will find**
-  **Reader 1:**      **My fallen shoe**
-  **Reader 2:**      **The one I left behind**
-  **Reader 1:**      **He's looking hard for me just now**
-  **Reader 2:**      **I hope he isn't far.**
-  **Reader 3:**      **I know he'll find me soon. . . .**
-    **All:**      **But how?**

Name \_\_\_\_\_

# Fluency Rubric

**1. I use a voice with expression to show excitement or sadness and pay attention to punctuation.**



**2. I read “just right.” Not too fast, not too slow.**



**3. I stay together when I am reading with the other people in my readers’ theater group.**



**4. I know all the words in my parts with no lumps or bumps.**



**5. I am excited about reading.**



**Teacher Comments:**

---

---

---

# **FAIRY TALES**

(to the tune of "Jingle Bells")

Once upon a time,  
In a land far away,  
A girl kissed a frog -  
That just made his day!

Far across the town,  
Red Riding Hood took fright -  
She found a wolf  
In granny's bed  
When she told her goodnight!

Fairy Tales! Fairy Tales!  
Read them every day!  
Oh what fun it is to hear  
How Goldilocks got away!

Fairy Tales! Fairy Tales!  
Full of joy and laughter!  
Do you know how this one ends?  
Why, it's **HAPPILY EVER AFTER!**

Available online at: <http://home.att.net/~cattonn/fairy.html>



# Games People Play

**Standard II:**

Students will develop a sense of self in relation to families and community.

**Objective 3:**

Express relationships in a variety of ways.

**Intended Learning Outcomes:**

5. Demonstrate responsible emotional and cognitive behaviors.

**Content Connections:**

Language Arts VIII-6; Write in different genres

Math I-2; Number relationships

Content  
Standard  
II

Objective  
3

Connections

## Background Information

The different and varied cultures represented in each classroom provide an opportunity for students to learn about others and themselves. Targeting specific cultures represented in individual classrooms validates student's backgrounds and gives them a chance to understand and appreciate one another. When teaching about cultures it is important to be sensitive and not to stereotype. Let the diversity of your class guide your decisions and discussions. It is important to integrate discussion about appreciating, valuing, and respecting differences of cultures. It would be wisest to teach this lesson sometime after the first few months of school. Students will be more responsive to learning about other cultures if they are secure in who they are individually. The beginning of the year you could start out by doing lots of writing and sharing activities that focus on what each student as an individual likes and dislikes, what kind of families they come from, what they look like and other things that make them unique. This activity focuses on the people, traditions and specifically the games unique to different countries.

## Research Basis

Cornett, C.E. (3<sup>rd</sup> ed.). (2007). *Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers*. New Jersey: Pearson Education.

This book outlines the growing trend toward arts integration in the curriculum. With an emphasis on differentiation and integrating multiple disciplines into classroom instruction this book provides hands on ideas for each of the different art disciplines. Content across five art disciplines is included – literature, visual arts, drama, dance and music.

Livingston, N., Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*. 58(5) 696-703.

This research article outlines how we can appropriately develop cultural awareness through literature in our classrooms. It discusses how teachers can utilize literature, not just for what the text says, but also to explore the artwork and underlying themes. It proposes that there are two types of culture. One of them is culture as we traditionally see it – music, fine arts, and philosophy and the other is culture including social issues and beliefs of people. The article shows that both types of culture are important to discuss and that through literature this can easily be accomplished.

## Invitation to Learn

### Materials

- ☐ *People*



Invite your students to look at the cover of the book *People*. Discuss and brainstorm with the class why there are so many people on the cover of this book. Ask what they think this book might be about. Read the book aloud to the class, ensuring that they can all see the pictures (Note: this could also be done as a power-point presentation with the pictures scanned in so that they are more accessible to the students).

## Instructional Procedures

### Materials

- ☐ *People*
- ☐ *America Words*
- ☐ *In America*



### In America

1. Discuss the book *People*, by Peter Spier that was read during the introduction. Brainstorm with students what they noticed about the pictures. Were the people all the same? Were there things that you had never seen before? Let students know that now you are going to look at the book again and write some things down to help us remember what we read and saw.
2. Have students recall with you what they noticed in the book. On an overhead, or chart paper (you can make a poster of the *America Words*) list and categorize some of the characteristics the book talked about (e.g. physical features, clothes, what we do to “play,” our homes, pets and holidays, food, religion, where we work, how we communicate/languages). Give students a chance to come and share the pen to write as you fill in the graphic organizer (by allowing the students to help you write they will be more engaged in the activity) and think of words that can go with each category to describe life in America (e.g. by clothes you could write shirts and pants, etc.). As you go through this list children will most likely want to continue to explore the book and see how what we do differs from other countries. Let them! Explain to students that just

like people all over the world are different, each one of us is different and yet, in ways we are the same. Just like we read in the book *People*, sometimes when people come to visit America from other countries they think that the way we do things are interesting, just like we think that the things that they do, where they live, or what they eat might be interesting.

3. Refer to the list that was made during the *America Words* interactive writing activity and have students identify something under each category that they want to write more about, or that they think that someone reading a book about America for the first time would want to know. Have a few students share what they think is something important to them about living in America (e.g. a student might say, “I think it is important that in America we have national monuments or parks).”
4. Explain that if we were to go to a different country (e.g. Japan) there might be some traditions we recognize. For example, in Japan most children go to school. However, we wouldn’t know or understand everything about their culture, like their money, language, favorite foods and even what games they like to play at school. Similarly, when people come to America from different countries, they have a lot to learn about our culture. So, we are going to create a book to teach visitors about our culture. (If there is someone in the class who has a friend or someone they know who has a unique cultural heritage, or possibly even someone in the class you could have that person be your target audience).
5. All students will start by finishing the open-ended sentence on the *In America* template: In America \_\_\_\_\_. This could be followed by a number of varied responses. Encourage students to be creative and think of something unique and meaningful to them (e.g. In America there are mountains where I live. In America I play jump rope with my friends at recess. In America we have pets like dogs and cats that live in our houses and backyards. In America we go to school with boys and girls).
6. Children can add an illustration that matches the sentence(s) that they completed.
7. After completion students can read their pages to the class.
8. Pages can be compiled into a class book and kept in the classroom library or displayed.

## Materials

- ☐ *Friends Around the World*
- ☐ *American Words*
- ☐ *In America*
- ☐ Beans
- ☐ *Counting to Five in Different Languages*
- ☐ Dice
- ☐ Unifix cubes



9. After completion of class book, pick a country or place that you know a lot about (or have a students' parent or someone else that could help you to get information about a country) and repeat the process by discussing the culture of that country and making a class book.

## Games People Play

1. Read the poem about games that people play: *Friends Around the World*.
2. Give each child a copy of the poem. Have students underline with you some of the names of different countries that are found in the poem. If you have a map or a globe, this would be a great time to locate those countries that are in the poem.
3. Make a list of games that the students in your class like to play. Make a list of games that are included in the poem. After the lists are made have students look at it and see if there are any games listed that are on both sides. Point out that some games are played in other countries, but they are just called by a different name
4. Talk about numbers and how every child, no matter where they live, has to learn to count and know their numbers. Some numbers are written differently, and/or said differently. Just like we play games, and have rhymes to learn our numbers, so do children in other countries. Explain that they are going to learn and then be able to play some games from other countries. Instruct them to watch for things that might be the same or different about the games that they learn, and games that they are already familiar with. Teach children some of the number games below.

## Number Games From Around the World

### Africa

Skills practiced: counting, making sets

From the Mbundu tribe in Angola, West Africa, this number game is played by children as soon as they are old enough to count. The game is noncompetitive and encourages cooperation among the children. The numbers one, two, three, four, and five are called out in the Mbundu language as mosi, vali, tatu, swala, and talu. The children in East Africa, would use the language of Swahili to call the numbers as moja (MO-jah), mbili (mm-BEE-lee) tatu (TAH-too), nne (NN-nay), and tano (TAH-no.)

It is best to play this game with the whole class. One student is designated as the Caller.

1. One player is chosen to be the Caller. The remaining children gather in a circle.
2. The Caller shouts out a number between one and five, then the players group themselves accordingly. For example, if the Caller calls out mbili (two), the players then scramble into groups of two.
3. If there are leftover players, they form their own group and shout their number to the Caller.
4. Play continues with the Caller calling out different numbers for three more games, then a new Caller is chosen.
5. For more of a challenge, play this game in several different languages to represent each culture in your classroom.

### **Odd Or Even: Greece**

Skill practiced: one to one correspondence, even and odd

From ancient Greece, the idea for this game is simple: correctly guess whether a player holds an odd or even number of beans in their hand.

Each player needs one partner.

Each player needs 5 or 6 dried beans.

The object of the game is to guess correctly whether a player holds an odd or even number of beans.

1. The first players hide several beans in their closed hands. They ask their opponents, odd or even?
2. The opponents make their guess and the other players must open their hands to show the beans.
3. If the opponent's guesses are right, they win one bean. If their guess is wrong, they must give up a bean. Now it is their turn to hide their beans and the other player's turn to guess.
4. Play continues until a player is out of beans. (Note: When there are several pairs of children, the players can change partners after each game. At the end of a specified time (ten minutes, for example) everyone stops and counts their beans. The player who has the most beans is the winner.)
5. To check their answers, encourage the students to try to pair up the beans which are held in their hands. If each bean does not have another bean to form a pair, then the set is odd.

## **Jan Ken Po: Japan**

Skill practiced: probability, cooperation

Known as Paper, Rock, Scissors, in the United States, Jan Ken Po has been played in Japan for centuries. Many times it has been used to settle disputes or to decide who goes first. The outcome is almost always accepted without question!

Each player needs at least one partner.

The object of the game is to win the match with a superior hand. The combinations and the winners are shown below:

- Paper & Rock = Paper wins (paper covers rock)
  - Scissors & Paper = Scissors wins (scissors cuts paper)
  - Rock & Scissors = Rock wins (rock crushes scissors)
1. Players sit facing each other and begin by chanting Jan, Ken Po! They pump their hands up and down on the first two syllables, then on Po! They make a sign for one of the following: Rock is a closed fist, paper is a flat hand, and scissors is a 'v' with the index and middle fingers.
  2. Whoever wins three times in a row becomes the leader. All players try to beat the leader. Whoever beats the leader three times in a row becomes the new leader.

## **Going To Boston: United States**

Skill practiced: counting, addition, comparing more than and less than.

Dice games exist all over the world in many different cultures. Dice have been designed in many different styles: the two-sided dice used by the Native Americans, the four-sided dice used by the Egyptians, and the pyramid-shaped dice of other cultures. Going To Boston, history tells us, started in the United States on a train ride to Boston. It uses six-sided dice. (If you don't have six sided dice a four sided dice can be used.)

Each group consists of two or more players. Using three dice and a cup to shake and spill the dice, and a set of Unifix cubes or paper and pencil for keeping score.

The object of the game is to score the highest total after five rolls.

1. Players take turns throwing one die to determine the order of play. The person with the highest number goes first. The first

player puts all three dice into the dice cup, gives it a shake and spills out the dice.

2. The player saves the die showing the highest number and places the two remaining dice back into the cup.
3. For the young learner, direct the player to snap together Unifix Cubes into a train to equal the number showing on the saved die.
4. The player then shakes and spills the remaining dice in the cup, saving the die showing the highest number. Direct them to add this number of Unifix Cubes to their original train.
6. Once this player has finished shaking, spilling, and snapping, it is the next player's turn.
7. When the partner is finished, tell the pair to compare their Unifix trains. The player with the highest score after three rolls wins. Tell them to compare their trains: who has more and by how many (students can identify their trains as more than and less than if they cannot count)?

## Assessment Suggestions

- Before beginning the activities, have students write what they know about games from different countries. Following the teaching, have students write again and see if they are able to express, in words, what they know now. A KWL chart could be used to do this as a whole class.
- For the *In America* book, assess based on whether or not children were able to generate a sentence that made sense and included something about the culture of America.
- If games are played over a span of days, or in the same day in centers or another type of rotation you could have a checklist of the games and have students make sure they have played each game and then journal about their favorite game and why.

## Curriculum Extensions/Adaptations/Integration

- Make up verses and sing the song: I am from \_\_\_\_\_ (name of country) I \_\_\_\_\_ (something that is done in that country) sung to the tune of I am the Music Man.
- Advanced Learners could research another country and make their own book (all about book) for that culture. They could

be required to find three examples of things that the children or persons within that culture would like or do.

- Have students find a shape with their bodies that shows something about who they are. What kind of poses and shapes would people from another country have?
- Learners with special needs could work with a buddy or work with the teacher during games. Using a Venn diagram you could compare and contrast games we play and games that children in other countries play.
- Have students journal about what they learned about numbers by playing the number games. Ask them to write about which number game they thought was easiest, hardest, or most enjoyable.

## Family Connections

- Where do our names come from? Send a note home with students to research where their name comes from (country of origin). They can come back and share with the class where their name is from, and how they got it. You could also use a map and put the students pictures showing where their country of origin is located.
- Send home the games that were played in class for students to teach their parents and play at home.
- Discuss different family cultures, and have them complete a “family culture page” where they would fill out a paper: In our family we \_\_\_\_\_. This will spark discussion about how families, not just cultures are different from one another.

## Additional Resources

### Books

*People*, by Peter Spier; ISBN 038513181X

*Whoever You Are*, by Mem Fox; ISBN 0152007873

*The Colors of Us*, by Karen Katz; ISBN 978-0805071634

*Count on Your Fingers African Style*, by Claudia Zaslavsky; ISBN 0863162509

*This Is The Way We Eat our Lunch: A Book About Children Around the World*; by Edith Baer; ISBN 978-0590468879

*Count Your Way Through Africa*, by James Haskins; ISBN 0876143478



## Web sites

<http://www.topics-mag.com/edition11/games-section.htm>

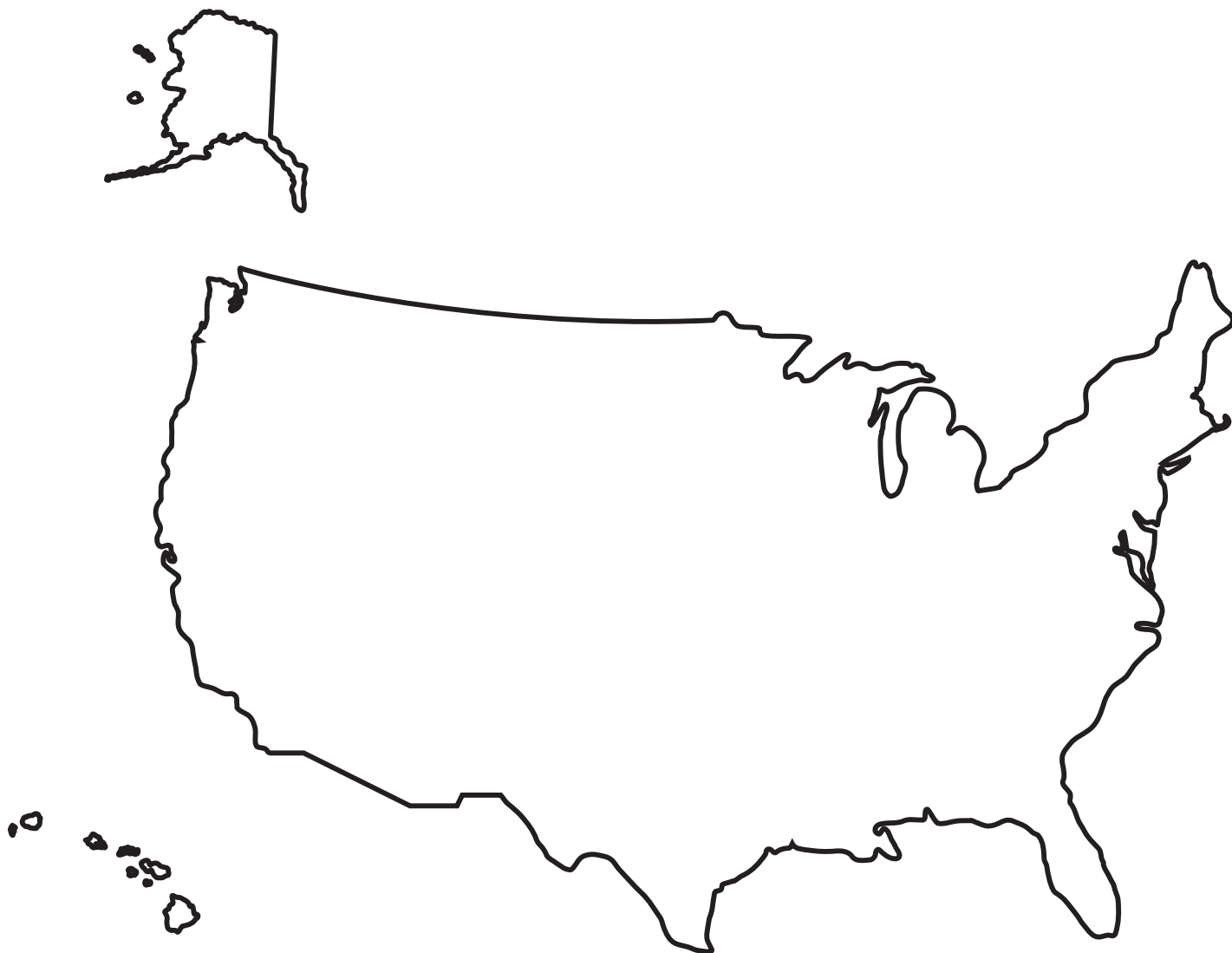
<http://library.thinkquest.org/J0110166/>

These websites gives ideas for all different games that children play around the world.

[http://www.communityschool.net/topics\\_of\\_study/childeren's\\_games.htm](http://www.communityschool.net/topics_of_study/childeren's_games.htm)

This website lists games, and also has included a downloadable (PDF) book of more in-depth games that could be taught!

# America: Wonderful Describing Words



# In America

---

---

---

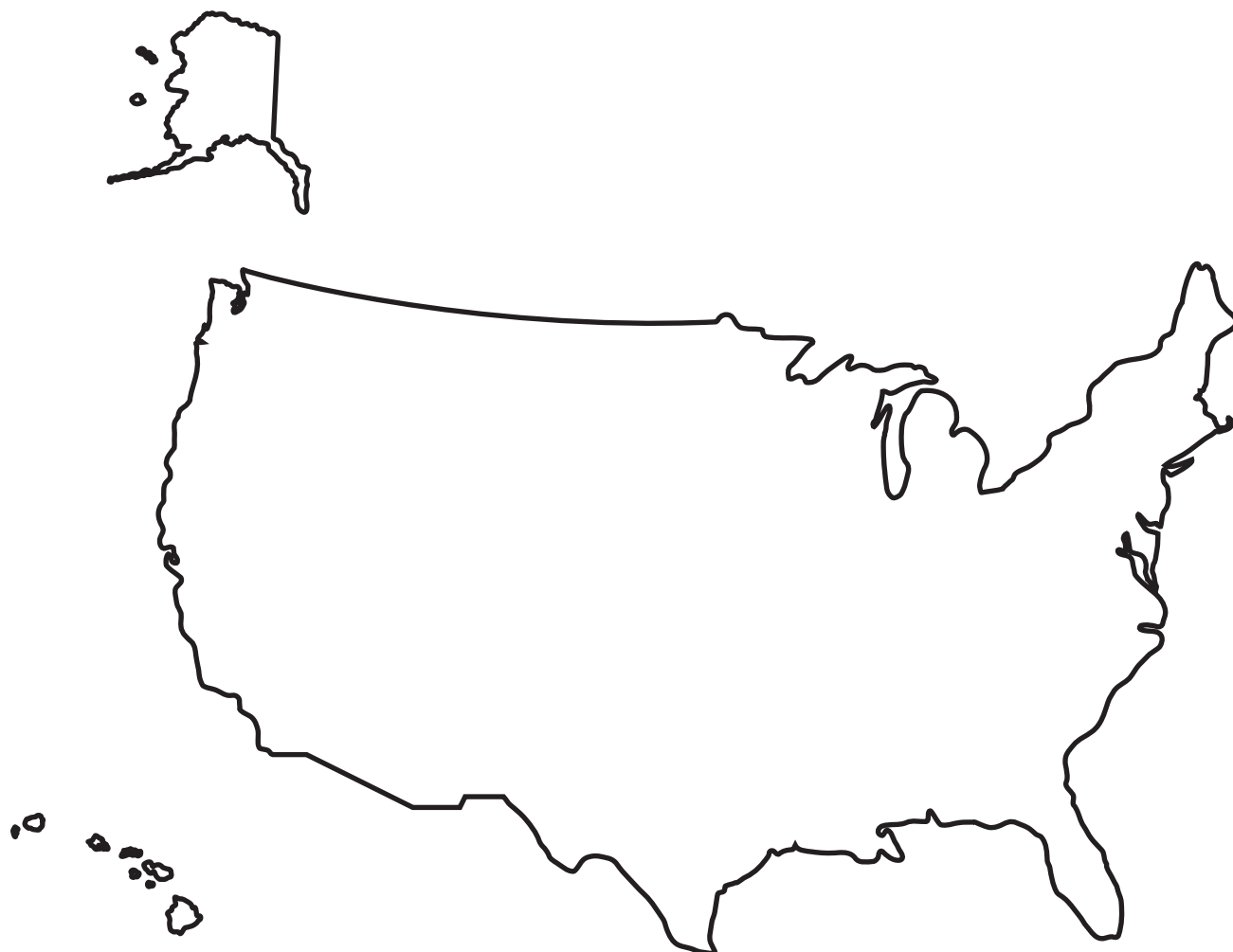
---

---

---

---

---



Written by \_\_\_\_\_

# Friends Around the World



If I should go to London  
I'd find a child like me;  
He'd probably play cricket  
And have bread and jam for tea.

If I should go to Holland  
When winter's on the sea,  
I'd find the children skating  
Upon the Zuyder Zee.











If I should go to China,  
Or down to Mexico  
I'd find kites or balls or marbles  
Or something I would know.

It's curious to think of it ---  
Wherever I might be,  
In Spain or France or Russia,  
I'd find children just like me.











-- Blanche Jennings Thompson

# Counting to Five in Different Languages






South Africa (Mbundu Language)

One		1	Mosi		1
Two		2	Vali		2
Three		3	Tatu		3
Four		4	Swala		4
Five		5	Talu		5

Swahili moja (MO-jah), mbili (mm-BEE-lee), tatu (TAH-too), nne (NN-nay), and tano (TAH-no.)

One		1	Moja		1
Two		2	Mbili		2
Three		3	Tatu		3
Four		4	Nne		4
Five		5	Tano		5

# Counting to Five in Different Languages

One		1	<hr/>
Two		2	<hr/>
Three		3	<hr/>
Four		4	<hr/>
Five		5	<hr/>